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ABSTRACT

A broad educational background is necessary to meet ever changing occupational fields, and career education is an approach incorporating career information within the regular school curriculum. For the elementary level, career awareness is the main thrust in this program to integrate students and community. The format for grade six, performance objectives and criterion test rationale, and major objectives are included in the introduction. The teacher aids section provides suggestions for both group and individual activities, and the guidance component includes seven activities planned as a guidance kit directed towards self-understanding and awareness of interpersonal relations and independence. The career units cover seven occupational clusters: 10 introductory activities; 33 activities in business and office occupations (accountant, bank personnel, computer programer, office manager, and secretary); 37 activities in communications and media (newspaper reporter, photographer, cartoonist, editor, printer); 39 activities in environmental control (city planner, developer, commercial artist, environmental control agent, sanitation worker); 29 activities in government (governmental official, law enforcement, lawyer, judge, social worker); 29 activities in natural resources (animal ecologist, florist, landscaper, nurseryman, forest ranger); 44 activites in public service (physical therapist, geologist, oil worker, pipeline engineer, telephone worker); and 25 activities in business and professional occupations (insurance agent, real estate salesman, stockbroker, and teacher). (JB)

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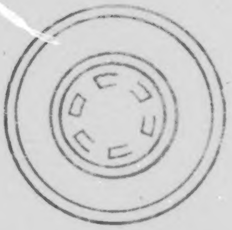

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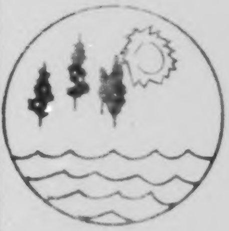

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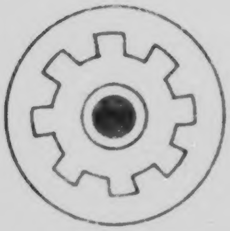

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BOISE SCHOOLS

BOISE IDAHO

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CAREER AWARENESS

Grades 1 - 6

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2A

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Grant #261022L

PREFACE

The Career Awareness curriculum in this book was developed through a "Part C" grant from the U. S. Office of Education from March, 1972 through June, 1973, and administered by the Idaho State Department of Vocational Education. The units were developed and written by Boise Independent School District personnel with the exception of the introductory unit at the beginning of each grade. These six units were assembled from Career Education: An Idea Book, K-6 Resource Guide Project Committee, Portland Public Schools, Oregon. The activities included in this book are some of the ideas relating to careers which are being used to some degree in many classrooms. It is the purpose of this program to gather many of these ideas and make them available to all teachers in an integrated format within most subject areas.

The project has been evaluated by a third party evaluation team, Educational System Planning of Eureka, California, as required by the project. The interim evaluation report in March, 1973 stated, "The major conclusion regarding this project is that it seems to be an overwhelming success and is providing a viable model for relevant education for students as well as meeting the Career Education Awareness objectives."

ACKNOWLEDGEMENTS

Phyllis Schmaljohn, former teacher at Owyhee Elementary School - for writing a major part of the curriculum guide.

John Fahrer, Principal of Garfield Elementary School - for cooperation, consideration and encouragement.

Pilot teachers at Garfield Elementary School - for testing, suggesting changes, adapting new methods.

Audrey Harvey,	Grade 1
Barbara Diener,	Grade 2
Opal McIntyre,	Grade 3
Joyce Swensen,	Grade 4
Gordon Pierce,	Grade 5
Grant Simonds,	Grade 6

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George Washburn
Career Awareness Project Director

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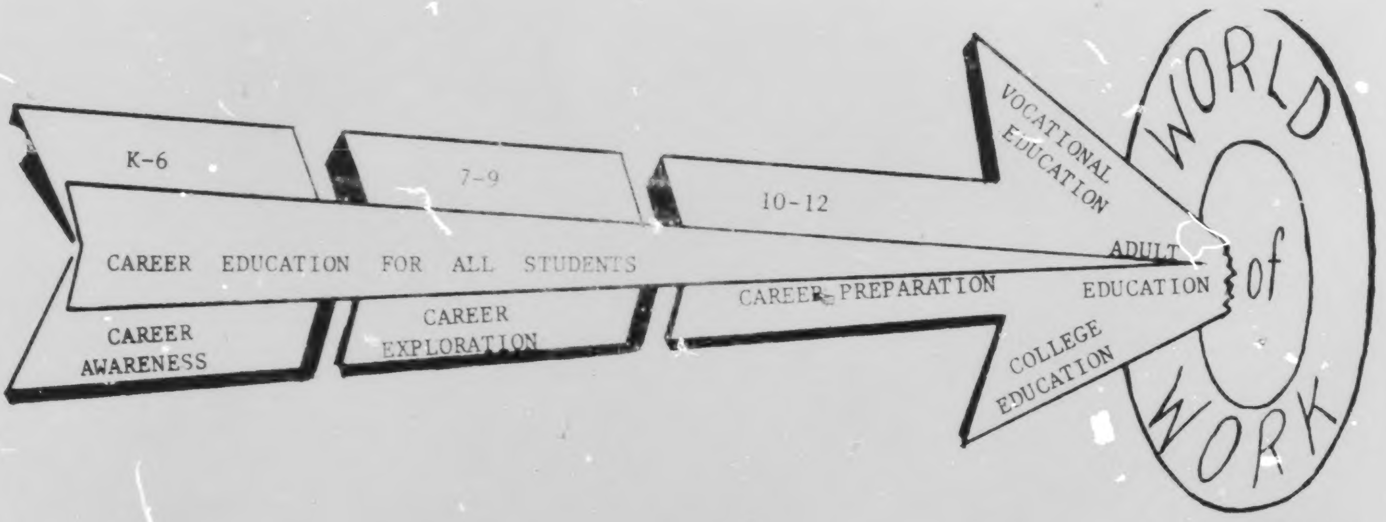
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CAREER EDUCATION FOR ALL STUDENTS
CAREER AWARENESS
CAREER EXPLORATION
CAREER PREPARATION
VOCATIONAL EDUCATION
ADULT EDUCATION
COLLEGE EDUCATION
WORLD of WORK

ELEMENTARY

CAREER AWARENESS: An on-going program integrated into the regular school curriculum utilizing all disciplines. The major emphasis is to take students into the community and to bring the community into the classroom. Self development and understanding is stressed. Activity and student involvement is the theme.

JUNIOR HIGH SCHOOL

CAREER EXPLORATION: Implementation of an inderdisciplinary "hands-on" Career Exploration and Orientation program. Utilization of a Career Guidance Center, community exploration and major subject area involvement.

SENIOR HIGH SCHOOL

CAREER PREPARATION: Skills training, an on-going program with classes in the following cluster areas:

- Food Service
- Marketing
- Health Occupations
- Mechanical and Repair
- Service

A Career Guidance Center involving students, faculty and community in the career decision making process.

INTRODUCTION

Why Career Education?

Young people of today are leaving school and facing an ever increasingly complex industrial world. In many instances, though they have taken the prescribed curriculum, they are not adequately prepared to meet the demands of this complex industrial world. Students for the most part are unaware of the many career opportunities that are available to them. They are unaware of those areas that best fit their particular talents and personality. They are unaware of what is necessary to be successful in an occupational role. Students are also unaware of how choosing a career can affect many facets of a person's life such as his leisure time activities, where he lives, his friends, etc. A broad educational background is necessary to meet the ever changing occupational fields; however, students often fail to see the relationships between the courses they are taking in school at the time they are taking them and the real world. Career Education can be a practical means of meeting the needs of these young people.

One of the major goals of education is to provide each student the opportunity to acquire the skills and attitudes necessary for him to make a livelihood regardless at which level of the educational system he leaves. The public school has a unique role to play in the development of these skills and to assist in the process of career decision-making for each individual.[1]

Career Education is an integrated planned approach of incorporating career information within the regular school subjects. It will relate the school subject to the world of work in such a way the student can best see an additional need and purpose for the subject. It should help provide further incentive for that student to get the most out of every discipline in his school day. In addition, it can help focus on the need for further study in related subject areas which will prove helpful for eventual career choices, interests, and life styles.

Career education is not a program for high school seniors in their last semester before they face the world of work. Choosing a career begins with knowing what is available, studying the possibilities, and experiencing the work situation first hand.

[1] CAPES State Department of Education, Olympia, Washington

Pre-school children's play revolves around work roles, they are curious and open-minded to all possibilities. Elementary school is the period to make children aware that there are more possibilities than the fireman, policeman and postman. It is the beginning step in the developmental process of career choice. Junior high school students can explore areas of work in some detail that most interest them. They should be able to look at a job first hand, try it out, decide if it is what they assumed it would be. Through looking into these areas through regular school subjects, students will be able to make more realistic choices of high school subject areas, - those that will be most beneficial to their future aspirations.

Career education, then, focuses upon the importance of introducing adequate work-related experiences for children from the time they enter school. The intent is not to force a student into an early decision, but to give him a wide base of experience so that when he does make a decision, it will be a realistic one supported by a background of many experiences.

The program involves individual and group counseling opportunities throughout the students' schooling. Since most people who lose their jobs do so through interpersonal relationship problems, the counseling component will stress self awareness and understanding, cooperation and many other aspects necessary for social and occupational fulfillment. Specific occupational guidance is only one portion of the program objective. The larger goal is the student's understanding of those attributes necessary for a successful life.

The aim of career education is not to add to an already crowded curriculum, but to provide a way in which skills that are already taught can be associated with the world of work.

CAREER AWARENESS FORMAT -- Grades 3 - 6

The purpose of career awareness is to develop an appreciation for the entire world of work throughout the United States. To insure a broad coverage of all aspects of work, the clusters developed by the United States Department of Health, Education and Welfare are employed. These are:

Business and Office
Consumer and Home-making Related
Communications and Media
Fine Arts and Humanities
Hospitality and Recreation
Environmental Control
Personal Service
Manufacturing
Transportation
Health
Public Service
Agri-Business and Natural Resources
Marine Science
Construction
Marketing and Distribution

Within these clusters a range of specific jobs is covered which are representative of similar jobs in other occupational areas and can also lead to discussion of other jobs in that specific industry. The intent is to show the relationships of these occupations with the specific job being studied.

Each of these grade levels contains twenty-six or more occupational units. They are assigned to a particular grade level because it was felt they correlated best at that level considering all the subject areas. This is by no means to preclude a teacher from studying an occupation in another grade if she desires; however, the materials and trips in connection with career awareness must remain in the assigned grade level.

Because of the necessity of scheduling materials, the occupations have been grouped generally in units of four. A few, as an example groups 1 and 7 in grade five, have three units because some areas within these are particularly involved and lengthy. You should have a schedule of units for the year specifically for your building. The materials will be in constant use throughout your area of the district which means we must adhere to the schedule if all are going to become involved in the program.

You will receive materials for a group of units for approximately a five week period. At the end of that time these materials will be picked up and taken to another school by the technician. At that time you will receive another set. It is up to the teachers within the buildings to schedule these groups of units among themselves. Grades 3, 4, and 5 have an extra unit which might be used if you will contact the technician. The technician is also available for classroom help and direction.

Each unit in this curriculum has from 5 to 15 activities. The activities are flexible and can be worked on a one-a-day basis or however the teacher wishes to introduce them. You, as a teacher, are to choose from among the activities those that best fit your teaching style and present curriculum. It is not anticipated that you will use all activities as time will probably not allow this, but it is hoped you will consider many of them. It is emphasized that one of the main purposes of the program is to show a relationship between school subjects and careers; therefore, the activities are designed to be taught within subject areas. Creating a "career subject" is discouraged.

Some films and filmstrips are to be ordered from Boise Schools IMC. These are the ones listed on the materials page with an IMC number. The teacher will do the ordering of these since we won't know the exact day you will need them. There are also films listed from Boise State College. Remember the B.S.C. films are rental. Perhaps a rented film could be used by all of one grade level for the three days you have it.

There are some field trips scheduled in your curriculum guide. The career awareness technician will schedule and make arrangements for these trips for you. Since there will be many field trips in grades 1 - 6 into the business community, we would like to schedule at their convenience so we don't overload one business. It might become necessary and desirable to have only a portion of your class take a field trip and report back to the others. An example would be if one-third of all fourth grade classes go to a pottery shop. This would mean one trip to that business rather than three. These instances would only be necessary in cases where there might be only one such business in the area. We are certainly open to suggestions of field trips not on our schedule. Also it the trip scheduled proves to be an impossible time, contact the CA office a few days in advance so other arrangements can be made.

We would encourage many resource speakers coming to the classroom to describe their work, especially parents. At the beginning or the year you will be asked to send a prepared letter home to ask for speaker volunteers. These parents will be used within your building though not necessarily in your class. The more community involvement, the more support for the entire educational program. The technician will schedule these speakers for you, or if you desire to do the scheduling, feel free to do so.

The career awareness curriculum is in a constant state of revision. If you have tried a successful activity that is not in this guide, let the CA office in on it. In turn, we will inform others. We are also looking for materials which enhance the educational program.

The success of the career awareness program depends on the involvement in your classroom. The purpose of our services is to help you become involved with a minimum of extra work. If we are not adequately providing this service, bring it to our attention.

The following is a statement from Joyce Swensen, fourth grade teacher in the pilot program at Garfield Elementary School. It reflects the statements submitted by all the pilot teachers.

"From the standpoint of the teacher, I would be very happy to incorporate Career Awareness into the existing curriculum. I have been pleased with the way it enhances the subject matter we ordinarily study in the fourth grade. The field trips, resource persons, and interesting projects we have carried on, have greatly added to the appeal and knowledge of the subject matter. Classroom management has been better because of interest. Discussion of behavioral expectations and evaluations have also helped.

"I am not saying extra effort is not required on the part of the teacher. It is. However the CA program has helped me to become more organized and able to meet deadlines. Flexibility is required, but I think it is good. With the CA office making arrangements for materials, resource persons and field trips, the job has been much, much easier.

"The community has become increasingly aware and involved with what is happening in the classroom. My experience has been that this program has made many friends for the school district.

"Adapting existing curriculum around careers has not decreased knowledge in the core subjects, but has added meaning to the need for it. With sharpened interest, learning is speeded up.

"Students are very much in favor of continuing in career awareness programs - as are parents. Absenteeism has been greatly reduced this year. I feel interest has much to do with it.

"Scholarship does not seem to change to a great degree. Good students will probably do well under most any type of classroom organization. Poor and average students, I feel, have done better. Vocabulary has increased greatly.

"Knowledge and awareness of jobs and careers has greatly increased. Students are aware of the world of work and the respectability and desirability of working and doing a good job in any field. I feel this has been our goal and it has been reached."

PERFORMANCE OBJECTIVES AND CRITERION TESTS RATIONALE

The rationale for this particular evaluation system is that criterion tests should not only determine performance, but also contribute to the students ability to perform. That is, whenever possible, criterion tests should be learning activities. It will be apparent that if a child merely participates in many of the suggested activities (criterion tests) that he has met the stated objective. They are written in such a manner that participation would be impossible without using the knowledge and abilities called for in the objective.

This is an effort to move away from traditional measures of performance inorder to better evaluate what conceptual knowledge the learner has acquired. To often we not only measure his conceptual understanding of the material, but inadvertantly, by the type of test we give, measure his reading, writing, and verbal skills. By providing several types of tests (activities) the teacher is free to choose which one will best allow a particular child to communicate his degree of conceptual understanding. If increased profficiency in reading, writing, and verbal skills are not one of the project objectives, then they should not figure into the evaluation. This system provides a child with a better chance of successfully demonstrating the conceptual understanding called for in the objective regardless of his reading, writing, or verbal skill

These criterion tests, as written, reduce the likelihood of a child "feeling good" about what he is learning, and then failing because of low skill in another area such as reading and writing. He can now demonstrate in a variety of acceptable ways, that indeed he does understand!

If a teacher is in doubt about whether or not a particular student "has" met an objective during a group evaluation activity, the teacher can evaluate by exception. This could take the form of individual conferences or some written activity. This allows the teacher to save time in evaluation since only the exceptions are "spot-tested", the rest of the students are assumed to have "learned" if they complete the criterion test.

The hardest part of this criterion evaluation system is for the practitioner to over-come the mental set that evaluation must be of the Normative (standardized) type. In criterion evaluation the practitioner decides what is an acceptable indication of a student having "learned" and does not need worry about "item analysis, validity, reliability etc.," in the normative-evaluation sense. The normative-evaluation is being done by the use of pre-tests and post-tests. The type of criterion-evaluation used here is legimate and is being used more and more in education.

Criterion Tests

The objectives that are being tested state what the student is expected to be able to do when he has achieved the objective. The tests are designed to measure only what is stated in the objective. In this way, the student and teacher both know what is expected and what will be tested.

Criterion tests evaluate what a student does or does not do. Students are not evaluated against national norms or the achievement of other students.

The objective is stated at a level of specificity so that the completion of an objective is determined by either yes or no. In a criterion test, it is not possible to achieve an objective at 70, 80, or 90 percent. Therefore, test results state what a student can demonstrate, not the percentage of demonstration or how he performs compared to other students.

The percentage is a determination of program success and is not a concern of the teacher on a day-to-day evaluation basis, which is either 100% achievement by an individual or "not yet achieved".

CAREER AWARENESS -- OBJECTIVES

GRADES III. -- VI.

1. To develop a positive attitude of self worth.
2. To develop positive attitudes toward the world of work.
3. To develop the attitude that all work is meaningful and contributes to society.
4. To develop the appreciation of the dignity and worth of honest work.
5. To develop the idea that cooperation, responsibility and dependability are necessary in school, on a job, and in everyday life.
6. To develop the idea that people work for numerous rewards and satisfactions.
7. To develop the idea that school is an important part of preparation for a career.
8. To develop the idea that most careers will require special training.
9. To develop an understanding that some workers produce goods, others perform services.
10. To develop technical literacy of terms used in the exploration of careers.
11. To understand that while all jobs are important, they also all have a different character.
12. To help develop an understanding of our free enterprise system of economics.
13. To understand that most people work toward careers in which they have special interests and special talents.
14. To understand that all workers are dependent on one another.
15. To develop the ability to understand that occupations are interrelated in a wide variety of ways.
16. To develop the understanding that there is constant change in job fields and that this change is healthy.

17. To develop the understanding that continual education will be necessary for any career.

18. To develop an understanding of the role all curriculum disciplines play in careers.

19. To develop the attitude students will develop realistic goals in the light of interests and abilities as they progress through life.

20. To develop the understanding that different jobs require different abilities.

21. To provide a wide and varied interest that will open up an expanded base for career choice.

22. To encourage students to express goals and aspirations.

23. To encourage students to do individual in-depth study of areas of interest.

24. To provide information, observational experiences and experimentation in the clusters of the world of work.

25. To develop a degree of skill in the use of tools, equipment, and supplies that workers use in the performance of their jobs and have practical experiences in each.

TEACHER AIDS

HINTS TO TEACHERS - GROUP ACTIVITIES

In the career awareness materials there are many small group activities to be carried out by the students. Because students have learned to function individually and for their own goals, learning to participate productively within a group and for group goals calls for special efforts by the teacher.

Children do not adapt naturally to small group efforts. As they have learned to compete for grades and have generally been taught that sharing answers is wrong, the new concept of cooperation and group goals calls for re-education. Many adults do not know how to work in groups, so be patient and encouraging with children in this endeavor.

Some Hints:

1. Try not to expect complete success on the first attempt.

2. Try to have several consecutive group activities increasing in complexity.

3. On the first attempt do not expect the children to share materials, i.e. globes, maps. Provide each child with his own materials, but utilize a group summary sheet.

4. Plan with the class ahead of time. Involve the students in planning and don't merely tell them. List goals on the blackboard.

5. Encourage groups to choose a leader. In older groups involving complex activities, a recorder may also be needed.

6. After the group experience, meet back with the class. Ask them how the experience went and what they think the problems are. Recognize the groups who worked well together and site examples of cooperative group techniques. Evaluate on a group basis. If individual grades within a group are given, it will only encourage the good students to do their own work. Remember we are doing the activity to develop sharing and cooperativeness.

7. It also might be helpful to discuss the roles of leader and recorder with the class. Have the class discuss characteristics they like and dislike in a leader. Possibly this should be done at the beginning of the second activity rather than the first so that too much is not given at the beginning. Over planning can be as detrimental as underplanning!

INTERVIEWING:
A BASIC INSTRUMENT OF INQUIRY

As you organize how the content of your instruction will be accessible to the children, your plans may include the use of community talent. Interviewing skills might have to be taught in order to facilitate your plans. Perhaps the most obvious skill involved in interviewing is asking appropriate questions.

The following lists of questions may help you, your talent, and your class get started with this important tool of communication.

One set of questions is designed for children who are learning to interview. It can also be presented to the talent prior to his visit.

The second group of questions is designed for conducting a group or class conference with talent in school or at the resource site.

The depth and quality of interview will depend, of course, upon the preparation each interviewer has in the area the talent represents. Motivation to find out will be an important factor. Those who are avidly curious will push the process of inquiry to its appropriate limits.

Certain questions will be appropriate to some talent areas and not to others. However, there is a commonality to the process of interviewing and a teacher can guide students to learn many of the general communication skills necessary for effective interviewing.

The last section on evaluation has proved helpful in setting standards for learning performance and increasing the visibility of the inquiry process.

Prepared by ABLE Model Program, Northern Illinois University

ROLEPLAYING

Interviewing situations within the secure learning atmosphere of your classroom is a safe, sure-fire way to get started. Children will be more free to explore if you approve their growing pains and sufferings in a "petri dish" wherein no harmful consequences may befall them. Whereas outside talent may be threatening to the development of tender thoughts and feelings, your warm support of the child as a learner will help the light to shine. Then, from trust and self-confidence, appropriate forms of behavior will develop.

Roleplaying is not only a process by which to learn the skills of interviewing; it is also protection for the learner (and the teacher) so that learning procedures may be started away from the foreboding consequences of direct encounters.

Thus, the darkness of our classrooms might first be penetrated by "artificial" light - roleplaying. When interviewing skills have been sufficiently shaped by this careful nurturing process, emergent behaviors can be brought into the "real" world for trial. Pre-stressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the teacher need not fear that the children's efforts will dissipate or dissemble when tested by adult characters in real settings.

Tapes of children interviewing each other are easy to make and allow for healthy criticism of learning performance. Dittoed sheets of questions with spaces for responses also offer tangible supports. "Friendly" school personnel can be used for practice.

A teacher can build a platform of appropriate materials for one class, then use it many times with the same group or use it to introduce new concepts to other groups. Also, prepared tapes (of actual interviewing) are available from commercial sources. At this point, however, we'd rather help you develop your own materials. As teachers ourselves, we think we understand something about this business of innovation. Usually, the greatest fears we have to encounter are our own.

Prepared by ABLE Model Program, Northern Illinois University

COMMUNICATING WITH TALENT

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work).

2. What kind of thinking prompted you to take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6. Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day even people who are crabby and ill-mannered?

9. What inventions could put you out of work?

10. Are men with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade school? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a man earn in this kind of work? (Under $5,000, $5,000 to $10,000, over $10,000 - an estimate so that the children can get an idea.) Is there a chance of getting a lot of money all at once?

13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?

Prepared by ABLE Model Program, Northern Illinois University

GROUP CONFERENCING WITH TALENT

When a resource person is sharing information with a group of students in a conference setting, it might be helpful to send the talent a list of the questions the class is considering. Your note can explain that the purpose of the meeting is to get some information about an occupation from a person actively involved in that occupation.

Familiarize your students with the list "Questions for Group Conferences" (next page). Ask the students to mark those they would like to ask. Questions should be asked with the understanding that the resource person does not have to answer. The resource person should be informed, in the presence of the students, "If we ask any questions that you prefer not to answer, just smile and say 'next question, please!'"

Each interview will be a new opportunity for ideas to develop. Your analysis of the growing threads of the discussion and your firm, but subtle leadership toward target goals will move irrelevant talk towards fruitful discourse.

Be alert to step in and help facilitate communication if you see either the students or the resource person is not understanding what the other has said. Feel free to ask questions of your own to clarify answers whenever it is desirable to do so.

If you explain the reasons behind children's questions, talent and students will sketch more appropriate pictures in their mind's eye. As you relate their brief ideas into areas of class concern, shy talent (or students) and the academic activities of your classroom will be pulled together. The teacher has to be the bridge.

Naturally, overmanagement of social amenities can produce puppet performances and turn talent sour. Teachers, interested in effective affective as well as cognitive behavior, will enhance instruction through their managerial artistry. Vigor and sparkle is almost assured as the style of the teacher and the talent of the community are stirred into planned activities.

Young children can move curiosity into inquiry, inquiry into the academic domain, and the academic performance into healthy character and career development. The bridge to becoming has to be built upon, with and for people.

Prepared by ABLE Model Program, Northern Illinois University

QUESTIONS FOR GROUP CONFERENCES

What schools did you attend?

What is your present job?

How did you get it?
How long have you worked there?
What time did you go to work this morning?
What was the first thing you did?
How long did it take?
What did you do next?
(Follow through the entire day.)
Did you do anything yesterday that was different from what you did today? Does this happen often?
What else do you do on your job?
Of all these various duties, which ones take most of your time?

What changes have taken place recently? Do you foresee any in the near future?

What things do you like most about your job? Least? Are there any hazards?

What is the usual starting salary in jobs like yours?

What qualifications do you need to get the job?
Age? Sex? Height? Weight? Other?
Marital status? Tools? License? Aptitudes?
Unions? Discrimination? Veterans? Capital?

Preparation? Minimum? Desirable? Time? Cost? Content?
Approved schools? Preferred subjects?

Supply and demand for workers? Outlook for the future? Advancement?

Hours? Regular? Overtime? Evening? Sunday? Holiday? Steady or seasonal?

Is there anything we should have asked? What would you like to ask us?

adapted from material in Occupational Information by Robert Hoppock, McGraw-Hill Book Company, 1967

EVALUATING INTERVIEWING SKILLS

How do you know when children have learned to interview? How can you tell they are making progress toward that accomplishment?

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations so your view of children's performance will determine an assessment of their progress and achievement. To help you focus upon visible evidence, the following questions are offered:

1. Can the child roleplay the interviewing process?
    a. Does the "interviewer" question with a purpose?
    b. Does the "interviewer" follow a strategy?
    c. Does the "interviewer" show appreciation for the feelings of the person being interviewed?

2. What products show that the child is "interviewing"?
    a. How are the interviewed person's thoughts recorded?
    b. How is the interview reported to others?

3. Can the child explain interviewing skills in writing?
    a. Are the steps in interviewing set out in an orderly manner?
    b. Can the child judge his own talents against what has been set out for the class?

4. Does the child use interviewing skills in voluntary situations?
    a. Are ordinary encounters turned into learning situations?
    b. Does the child seek interviewing situations?

5. Does the child read "interviews" in newspapers and magazines or watch "interviews" on television?
    a. Does he volunteer information about media presentations that highlight interviews?
    b. Does he share what he has experienced (seen, read or heard) with others?

6. Does the interviewed person send feedback to the teacher and/or class?
    a. Are expressions directed to the content of the interview? . . . the studies of the class?
    b. Are expressions directed to the interviewing process?

7. Does the child express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?)

..Prepared by ABLE Model Program, Northern Illinois University

WHY SHOULD YOU GO ON A FIELD TRIP?

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole.

Field trips can help your group:

1. add to and clarify information by seeing and feeling things you read and talk about.
2. learn to interview workers and observe how people work together.
3. see how adults carry out their responsibilities.
4. correlate skills and other curricular areas with experience in meaningful situations.
5. give children an opportunity to work together outside the classrooom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

WHAT KINDS OF FIELD TRIPS BEST SUIT YOUR NEEDS?

A field trip may be:

1. within the school itself to get acquainted with the building, the grounds and the personnel.
2. in the school neighborhood to sharpen observation of the child's immediate environment.
3. to another school to exchange experiences or to introduce a group to another school situation.
4. outside of his immediate school neighborhood to explore an area of interest in a more distant part of the city or its surrounding area.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads children and their families to explore an area of interest related to a topic of discussion in the classroom. A new interest may develop into a new topic of study for the class.

Prepared by ABLE Model Program, Northern Illinois University

HOW TO PREPARE FOR A FIELD TRIP?

The following suggestions of things to do to get ready are for your consideration. Each group will need to work out its own procedures depending upon the needs and interest of the group. However, there are some areas of definite responsibility.

The teacher and career awareness director should be responsible for:

1. guiding the choice of field trip and selecting the time at which the children will profit most by the experiences offered by the trip.
2. investigating the situation, if possible taking the trip in advance, to become familiar with the place to be visited, and the things to be seen on the way to and from the place to be visited.
3. obtaining permission for the trip from
    (a) the principal before discussing it with the group.
    (b) the person in charge of the place to be visited.
    (c) the parents of the children.

Much of the field trip experience can be cooperatively planned together. A teacher and class can:

1. list the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions.
2. gather information before the trip using books and audio-visual materials.
3. discuss every detail of the trip
    (a) time -- date, hour of departure, time to be spent on the trip.
    (b) transportation -- how the group will travel and the safety rules to be observed.
    (c) group needs -- social responsibilities of each individual as a member of the group, the organization of the group enroute and while on the trip, the possible need for members of the School Patrol.
    (d) personal needs -- type of clothing needed, need for lunch, special equipment or tools.

LETTER TO RESOURCE PARENT

Beginning of Year

Dear Parents:

The students in our school this year are participating in a program which aims to better acquaint them with the "working world" of their community.

The basic intent of this project is to make accessible the on-going life activities of workers functioning in our community. We hope to expand our students' view and understanding of the world of work. We also hope to stimulate new interests which will lead to relevant and significant activities in the classroom.

We plan to visit some of the industries and businesses of our community to see the on-going work activities and to talk with some workers. We will attempt to invite workers to vist our classrooms to discuss their occupations and the interrelatedness of our community. We intend to involve our students in interviews and research. We expect much learning content (subject matter) to emerge from our ideas. History, geography, technology and language are just a few of the areas we can cover naturally and realistically.

We recognize, of course, that our beginning point must be as close to our own locality as possible. As a part of our regular instructional program, we would like parents to come to our class to tell the students about their occupations. Our children will benefit by contact with an adult who is contributing to himself and his society.

We realize you are not in the business of giving presentations and, therefore, we intend to have a very relaxed question and answer session. We urge you to consider our need to find out more about your work.

Please fill out and return this form if you might be available. You will be contacted to arrange a definite time and date which will be convenient for both you and the class. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name____________________ Phone__________

Address____________________

Occupation____________________

Company or Firm____________________

It would be most convenient for me to be at your school on (days or times)____________________

____
Signature

LETTER TO SCHEDULED RESOURCE SPEAKER

Thank you very much for your willingness to participate in our program. Without your cooperation this phase of our program could not exist.

The objective of these sessions is not to get students to make career choices, but rather to help elementary students realize that everyone works, that all useful work is honorable. We hope to acquaint them with the wide variety of occupations that exist (there are many things to be besides cowboys, firemen, nurses and teachers) and make their present schooling more relevant to their future.

Your company or business may have some materials they would furnish for you to bring along, perhaps some pamphlets. You might check with your public relations office. Please bring your tools or whatever you work with. Certainly, if you wear a uniform or special clothing of any kind (welding hood?), bring or wear it if you can. Here are the kinds of things we would like to hear about:

--What is your title or description?
--Briefly describe what you do.
--What aptitudes or skills are important for your job?
--Do you have to deal with the public? If so, would you care to comment on this?
--If you are separated from people most of the time, working with things, how do you feel about that? Do you prefer not having to deal with the public or fellow workers?
--What do you consider the best points of your job? The worst?
--Is your job personally rewarding and fulfilling? Do you enjoy going to work? Do you recommend it as one of the alternatives students should consider?
--You may want to touch upon the financial aspect. Do you consider the pay to be adequate, very good, unsatisfactory?
--What is the outlook? Will this type of employment exist when these students enter the world of work?
--What changes in equipment, automation, personnel, training requirements have you experienced in the time you have been in this field?
--What training is required? (High school? Trade school? College? Apprenticeship? Graduate degrees?)
--Is the field difficult to enter? (Union membership, professional school entrance quotas, etc.)
--How does this type of career relate to what these students do now in school?
--General information on working conditions, bosses, employees, etc.

We would like for you to meet with ______________________________
class at ____________________________ on ___________________________________.

Generally these presentations are from one half to one hour in length. If you wish to change to another date or time, or just have questions, call the Career Awareness Office at 342-4543, Ext. 219. We are mostly contacting parents of our students and those people who have signed up with Boise School Volunteers.

THE INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
CAREER AWARENESS OFFICE — 1207 FORT STREET BOISE, IDAHO 83702

Dear Sir:

Along with the teaching of the basic skills in our elementary schools, we feel that students should be given an opportunity to look at the real world of work.

We know that students are not aware of the adult working world. Whenever the work of the school becomes exclusively abstract, the school is in danger of becoming isolated from the real world. Therefore, field trips will fill the void of the functional relation between knowledge and ideas that are taught in school and the real everyday life of people earning a living and providing a service.

We feel that your place of business would provide our students learning experiences which our schools cannot provide. Within the classroom the students are investigating occupations in your business area. These activities are in all subject areas to help students see the relationship between school subjects and occupations.

Some of the things the students will be looking for in your business are:

1. titles of occupations at your plant
2. duties of workers
3. training or preparation needed
4. physical and social characteristics needed
5. what schoolwork was most helpful in your job
6. salaries (optional)

Also a mention of social attitudes and habits which are essential - getting along with others, accepting responsibility, punctuality, initiative - will impress upon children that these must also be developed at an early age to be successful in a job later. It would be helpful before the tour starts for the guide to talk with the children in a more quiet area and tell the group what to be looking for, safety hazards, and set up a few ground rules while visiting.

We wish to thank you for this opportunity to show students "first hand" what the "world of work" is all about.

Respectfully,

George Washburn
Career Awareness Director

GUIDANCE

GUIDANCE UNITS

The career awareness project has as its major goals the enlightening of students to the world of work and development of their self images through understanding themselves and others. It is felt most people who are not successful in their work or have difficulty maintaining a job are failing through an inability to get along with others. Most often this is the result of a poor self-image. The guidance component of this project is designed to help students begin to understand themselves and others and, therefore, lay a groundwork for better future relations.

The elementary counseling program is developmental in emphasis rather than crisis oriented. This means that the counselors' focus at the elementary level is on all children, not merely the exceptional child.

The developmental approach is based on the theory that a developmental task arises at or about a certain period in the life of an individual, with success leading to happiness and later success, and failure leading to unhappiness and later difficulties. A developmental program strives to provide within the school and the home a positive environment so that children have optimal chances for success. Work with teachers and parents as well as children needs to be a vital part of the counselors' role.

The concern of the program is the growth of the whole child; intellectually, socially, and emotionally.

Guidance that is developmental focuses on the encouragement process. Self confidence and the ability to deal effectively with one's world is built through positive, rather than negative reinforcement.

Career awareness at the elementary level is an important aspect of the guidance program. A broad career-orientation can contribute to the child's sense of worth and importance and consequently aids the development of a positive self-concept.

The elementary counselor's work with teachers consists of

(a) consultation regarding children about whom the teacher is concerned

(b) informational presentations to faculties dealing with

    1. parent-school relations
    2. classroom management techniques
    3. child development
    4. encouragement skills

(c) organizing discussion groups where teachers can encourage and help each other find positive and effective techniques for dealing with specific classroom problems or situations.

The elementary counselor's work with parents consists of
- (a) encouraging parent discussion groups
- (b) suggesting ways parents can become involved in the schools
- (c) consulting with parents regarding their child
- (d) serving as resource to parents in areas of
    1. school and community services
    2. responsibility development
    3. child development
    4. school progress
    5. changes in the home
    6. child management
- (e) providing parents with books and pamphlets dealing with children's growth and development and behavior

The counselor's work with children falls into two categories. The first is guidance activities within the classroom consisting of
- (a) helping teachers to lead meetings and discussions relating to general group problems
- (b) encouraging in classrooms the use of films, unfinished stories dealing with feelings and problem solving
- (c) serving as a resource person in classes relating to mental health
- (d) role-playing activities
- (e) puppet activities
- (f) career awareness

The second category is counseling. This is one-to-one counseling, limited crisis counseling if the need arises and group counseling

The Career Awareness Guidance Units found in this guide are suggestions which might be used at an opportune time throughout the year. It is intended that the class will view one of the designated filmstrips followed by an open class meeting which will include as members the students, teacher and/or guidance counselor. In the class meeting the subject for discussion should be the topic of the filmstrip and whatever it may lead to. These units are not designed to replace the current guidance activities, but to help direct some of them.

CAREER AWARENESS GUIDANCE COMPONENT

GRADE VI

The Guidance activities in Grade six are centered around a number of filmstrips which are in a sequence from Grade one. By being exposed to the filmstrips and other guidance activities in grades one through six, the students will have been introduced to multiple experiences to develop positive self-concepts.

The filmstrips in this grade are not in sequence within this grade, but are within the entire elementary program. As a result, they might be used in any order at any time. They are varied enough so that the class session will be different from previous ones although in the same format. All of these activities might be conducted by the teacher and/or the guidance counselor.

The guidance filmstrips are employed as part of certain career units in the total curriculum. This is done to insure their availability in all buildings and classrooms during the year.

If you feel a need for any one of these for your class at a time other than the scheduled one, contact the Career Awareness Technician.

FILMSTRIPS TO BE USED IN GRADE SIX

Developing Basic Values, SVE

(Filmstrip and Cassette)

1. "Acceptance of Differences"
2. "Recognition of Responsibilities"

Learning to Live With Others, SVE

(Filmstrip and Cassette)

3. "Learning About Patience"
4. "Learning to Face Up to Mistakes"

Developing Good Work and Study Habits. ERS

(Filmstrip, Captioned)

5. "How to Study"
6. "What to Do When You Fail"
7. "Looking Up Facts and Information"

ACTIVITY 1

Materials: Filmstrip and Cassette:
"Acceptance of Differences"
--Developing Basic Values, SVE

Topic: Acceptance of Differences

Objectives:

1. To help students understand and develop moral and ethical values.

2. To show how each person differs from others in some respects; how these differences should be understood and accepted; how each person has a contribution to make; how there should be equal opportunity for each person to make his contribution.

Synopsis: Through the biographies of famous people, some of whom are Thomas Edison, Marie Curie, Albert Einstein, Helen Keller, and George Washington Carver, a class of boys and girls is able to discover significant differences among these people. The fact that these differences exist everywhere--in their own school and classroom--is pointed up by an experiment in "human relations" that the children make. The basis for the experiment, suggested by a class member, is the last part of the Pledge to the Flag, "with liberty and justice for all." Full-color art helps the student and teacher visualize famous people and their differences as well as those differences that exist in their own school and classroom.

Activities: Show the filmstrip to the class. Discuss the various differences pointed out in it. Discuss some differences students wish to bring up in the class. Ask the students if there are people in the room whom they don't know well. As an assignment, ask them to each pick out one student they don't know well and get to know as much as possible about him or her. This can be done with interviewing techniques learned in English class. Have a second meeting in one week and report back on findings.

This session might be conducted by the teacher and/or the guidance counselor.

ACTIVITY 2

Materials: Filmstrip and Cassette:
"Recognition of Responsibility"
--Developing Basic Values, SVE

Topic: Responsibility

Objectives: 1. To help students understand and develop moral and ethical values.

2. To help students recognize these responsibilities:
(a) to do a fair share of work
(b) to think for themselves
(c) to keep physically fit
(d) to perform each task well
(e) to take advantage of learning opportunities
(f) to "stretch" capabilities

Synopsis: In this filmstrip, the author has emphasized the importance of recognizing and accepting responsibilities. The recognition given to a group of school children for their acceptance of school duties stimulates another classroom discussion regarding an individual's responsibilities in relation to study, health, ability, and freedom. From this comes many good suggestions. Full-color art helps the student and teacher visualize each situation in which the recognition and acceptance of responsibilities occur.

Activity: Ask students to explain what responsibility is. Then show the filmstrip and discuss it.

This session might be conducted by the teacher and/or the guidance counselor.

ACTIVITY 3

Materials: Filmstrip and Cassette:
"Learning About Patience"
--Learning to Live With Others, SVE

Topic: Patience

Objectives: To help students see the importance of patience in everyday living and growing.

Activity: Before showing the filmstrip, you might engage the children in informal group conversation. "What does it mean to 'have patience'?" "Why is it hard sometimes to be patient?"

Without judging or evaluating the children's remarks, say, "We're going to see a film about a girl who had a hard time learning to be patient. Let's see what happened."

After showing the filmstrip, engage the class in informal conversation or discussion about the filmstrip. Or select 4 or 5 boys and girls to be a panel and discuss the filmstrip before the entire class. Some suggested questions follow. Use these or questions of your own. Try to relate the questions to the boys' and girls' experiences and age level.

Some questions to discuss:

1. Suppose you had to explain to someone who didn't know what it means to be "patient". What would you say?

2. Are you sometimes impatient? Why? What can you do to help yourself become more patient?

3. In the filmstrip, why do you think Amy was in such a hurry to grow up?

ACTIVITY 3 (Continued)

4. Do you think Carla and Helen did the right thing in letting Amy tag along with them everywhere they went? Were they helping her, or hurting her? Why?

5. The passage from Ecclesiastes that Amy's mother read to her, "For everything there is a season," has been a favorite for many, many generations. What does it say to you?

This session might be conducted by the teacher and/or the guidance counselor.

ACTIVITY 4

Materials: Filmstrip and Cassette:
"Learning to Face Up to Mistakes"
--Learning to Live With Others, SVE

Topic: Mistakes

Objectives: To help students understand that everyone makes mistakes occasionally.

To help students cope with making mistakes and adjust to situations caused by them.

Activity: Before showing the filmstrip, you might engage the children in informal group conversation. "Do you find it easy or hard to admit that you've done something wrong or made a mistake? Why?" "What are some good things about admitting you've made a mistake? What are some of the bad things?"

Without judging or evaluating the children's remarks, say, "We're going to see a film about a boy who did something he was later ashamed of, and wasn't sure what to do about it. Let's see what happened."

After showing the filmstrip, engage the class in informal conversation or discussion about the filmstrip. Or select 4 or 5 boys and girls to be a panel and discuss the filmstrip before the entire class. Some suggested questions follow. Use these or questions of your own. Try to relate the questions to the boys' and girls' experiences and age level.

Some questions to discuss:

1. Why do you think Arthur was so anxious to win the Great Fourth of July Turtle Race? Was it important enough to lie and cheat? Why? Why not?

2. What do you think Arthur meant when he said, "I lied to both of you, which was bad, and I also lied to myself, which is worse"?

ACTIVITY 4 (Continued)

3. Would you like to have Arthur for a friend? Why? Why not?

4. If you had been Arthur, would you have admitted to your best friends that you had been dishonest? Why? Why not?

5. The filmstrip says that by admitting his mistake, Arthur "had won a prize that was better than any trophy." Do you agree? What was the "prize"? Why was it better than the trophy?

6. Do you think a person who admits a mistake is a weak person or a strong one? Why?

This session might be conducted by the teacher and/or the guidance counselor.

GUIDANCE

GRADE 6

ACTIVITY 5

Materials: Filmstrip, Captioned:
"How to Study"
--Developing Good Work and Study Habits, ERS

Topic: Study Habits

Objective: To help students see the need for organization in studying.

Synopsis: This filmstrip outlines the steps that students should follow for effective use of study time. A quiet study area at home is important for reading and reviewing. In the library, the card catalog can guide students to needed information; note-taking procedures help reinforce newly acquired knowledge.

Activities:

1. Have the students discuss where they think they can study most effectively. What are the advantages or disadvantages of studying in their own homes, in their friends' homes or in the library?

2. Ask the students to keep a record of how much time they devote to homework during one week. Discuss in class how much time the students think they actually spent studying and how much time was wasted. Have members of the class suggest means for increasing study efficiency.

3. Have each student illustrate difficult situations in which to study. Compare and discuss the drawings.

4. Ask if any members of the class "hate" to study. Discuss why they may feel this way and how studying can become more enjoyable.

This session might be conducted by the teacher and/or the guidance counselor.

GUIDANCE

GRADE 6

ACTIVITY 6

Materials: Filmstrip, Captioned:
"What to Do When You Fail"
--*Developing Good Work and Study Habits*, ERS

Topic: Learning from Failure

Objective: To help students see that failure is a warning that expectations are not being met.

Synopsis: This filmstrip explains that failure is not a punishment, but a warning to learn through failure. Knowing reasons why one receives low grades can help in avoiding future failures. The student is encouraged to seek extra help from his teacher.

Activities:

1. Ask the students what they think they can learn from a failing grade on a test.

2. Are the smartest people in any class necessarily those who earn the highest grades? Discuss the students' responses.

3. Discuss the children's answers to the question "is cheating justified if it results in higher grades?

4. Instruct children to keep their tests or quizzes for two weeks. Have each child compare his quizzes from the first week with those he took in the second week, to see if he has learned anything from his mistakes. Encourage class discussion of the results of this comparison.

This session might be conducted by the teacher and/or the guidance counselor.

GUIDANCE

GRADE 6

ACTIVITY 7

Materials: Filmstrip, Captioned:
"Looking Up Facts and Information"
--Developing Good Work and Study
Habits, EBS

Topic: Learning About Resources

Objective: To help students effectively search for information.

Synopsis: The library contains resources which contribute to a student's success in school. This filmstrip instructs young children in the use of the dictionary, the encyclopedia, the atlas and the Reader's Guide. An explanation of the Dewey Decimal System illustrates numerical classifications, as well as the organization of the library's catalog cards.

Activities:

1. Write on the board the basic numerical categories of the Dewey Decimal System. Explain how the catalog cards correspond to these numerical classifications. Then have students "classify" different books in appropriate categories.

2. Ask students how they think working with reference materials can supplement their classwork. Have the students support their answers with references to atlases, dictionaries and encyclopedias.

3. In the school library, have the class use the card catalog to look up books in different subject categories, and to locate these books on the shelves.

4. Assign book reports that require students to use the facilities of the library.

ACTIVITY I (Continued)

5. After explaining the use of the Reader's Guide, assign topics of current interest to the class. Ask students to research these subjects in magazines and newspapers and give oral reports.

This session might be conducted by the teacher and/or the guidance counselor.

CAREER UNITS

ACTIVITY 1 Suggested Subject Area: Language Arts

Concept: Often a person's view of himself is not what others see.

Objective: To enable the learner to view himself and see how others view him and analyzing my ability to get along with others.

Criterion Test: The students will complete the scale.

Activity: Rating. Using the words "Always", "Sometimes", or "Never" indicate how you believe others (your parents, teachers, friends) might rate you on the personal qualities listed. Using the same words, indicate how you would rate yourself.

PERSONAL QUALITIES	Others' Rate	Self Rating
Self Control:		
a. I am slow to anger		
b. I am considerate of others		
c. I have a sense of humor		
d. I do not lose my head		
Cooperation in group work:		
a. I contribute ideas		
b. I accept suggestions		
c. I am willing to compromise		
d. I do my share of the work		
Charitableness:		
a. I am forgiving and forgetting		
b. I look for good in others		
c. I try to overlook the faults of others		
d. I try to give constructive criticism		
Avoiding conflicts:		
a. I am cool-headed		
b. I am always ready to start an argument		
c. I try not to arouse anger in others		
d. I try not to fight		

ACTIVITY 1 (Continued)

Analyzing my ability to get along with others:
According to the rating of others the following are my strongest traits.
(Always)
a.
b.
c.
d.
According to the rating of others the following are my weakest traits.
(Never)
a.
b.
c.
d.
According to my own rating the following are my strongest traits.
(Always)
a.
b.
c.
d.
According to my own rating, the following are my weakest traits.
(Never)
a.
b.
c.
d.
From all of the above rating, I believe I should work to improve the following personal qualities.
a.
b.
c.
d.

ACTIVITY 2 Suggested Subject Area: Social Studies

CAREERS DEPENDENT ON NATURE

Concept: The process of production involves many occupational areas.

Objective: The learner will discover that a raw material from nature is responsible for a large chain of occupations. He will also become more concerned with ecology, and the dependence we all have on our natural resources.

Criterion Test:
1. Students will be able to list several occupations needed to produce a particular product.
2. Students will be able to relate the several occupations needed to manufacture a particular product when meeting with the teacher in individual conferences.

Activity: Let each student select a natural resource, such as coal, oil, trees, limestone, copper, salt, granite, etc. Through research, he can find a large variety of finished products made from the resource, and the various occupations that are dependent upon it.

Variation: The student could list the finished products and the occupations that would be eliminated if a particular resource were no longer available.

ACTIVITY 3 Suggested Subject Area: Social Studies

LEVELS OF SKILL

Concept: Each job has its own training requirements.

Objective: To make the child aware that different jobs require different amounts of training.

Criterion Test: The students will complete the activity listed.

Activity: On the blank lines on the chart, write the names of two occupations in your community for each skill level.

Level of Skill	Occupation I	Occupation II
1. Highly trained		
2. Technically trained		
3. Skilled		
4. Business-trained		
5. Semi-skilled		
6. Minor business-trained		
7. Slightly skilled		

ACTIVITY 4 Suggested Subject Area: Language Arts

CAREER QUIZ GAME

Concept: Each resource will encompass many job areas.

Objective: To expand the learners knowledge of the hundreds of careers involved with common resources.

Criterion Test:
1. Students will be able to list at least seven jobs in relation to a common resource.
2. In individual conferences the student will be able to relate at least seven jobs to a common resource.

Activity: The teacher will tell the class a word representing a natural resource. The students will either write or give orally a list of occupations involved with that resource.

Example:

Teacher: "tree"
Students: "logger, tree farmer, nursery man, log truck driver, scaler, orchard farmer, fruit picker, etc."

Teacher: "wheat"
Students: "seed store man, farmer, miller, baker, wallpaper hanger, spaghetti maker, etc."

6.1 INTRODUCTION TO CAREER AWARENESS GRADE 6

ACTIVITY 3 Suggested Subject Area: Social Science

Concept: Jobs fit into clusters or families through various similarities.

Objective: To build an awareness in learners that jobs are classified into families much like plants and animals.

Criterion Test:
1. The class will perform the activity.
2. Students will list on paper a job for each cluster area.
3. Students will relate a job for each cluster area in individual conferences.

Activity: Make a label for each job cluster with brush pen or crayon and paper. The paper should be large enough and lettering to read across classroom. Also make many slips of paper containing a variety of job titles. Place students around room each holding a cluster label. One at a time, the remaining students draw job titles out of a paper sack and stand behind the person holding the appropriate cluster sign for their job title. A discussion would follow to determine if they chose the correct cluster.

Job Clusters:

Business and Office
Consumer and Home-making related
Communications and Media
Fine Arts and Humanities
Hospitality and Recreation
Environmental Control
Personal Service
Manufacturing
Transportation
Health
Public Service
Agri-Business and Natural Resources
Marine Science
Construction
Marketing and Distribution

ACTIVITY 6 Suggested Subject Area: Social Studies

Concept: Even a non-industrial state as Idaho has many occupational areas.

Objective: To acquaint the students with the great variety of occupations within Idaho.

Criterion Test: The class will complete the activity.

Activity: Students will work in teams of two. Give each team an Idaho road map. Indicate a starting point and an ending point (i.e. Boise - Coeur d'Alene). The students should investigate the following:

1. Areas they go through and the route taken.
2. Distance
3. Write down all occupations students can imagine they would encounter on this trip.

Have the class meet as a group and list the occupations on the board that the students have written down. See how many different occupations there are.

6.1 INTRODUCTION TO CAREER AWARENESS GRADE 6

ACTIVITY 7 Suggested Subject Area: Social Studies

Concept: The government is a producer of both goods and services.

Objective: To be introduced to a government's tax system. To understand that the government is a business too.

Criterion Test: The students will each draw a picture showing the government as a producer of goods and services.

Activities:

1. For a bulletin board or a chart make pictures of the people the government must pay and the materials it must purchase with tax money. Discuss and see how many things they can add.

2. Take the class for a tax walk. Observe goods and services that families buy together, streets, policemen, soldiers, bridges, schools, parks, zoos. On return from walk discuss why families buy some of these things together.

3. Play the following game: "I'm thinking of army tanks." Do families buy these by themselves or together? Children respond, "Together" or "By themselves".

ACTIVITY 8 Suggested Subject Area: Social Studies

Concept: There are many, varied occupations needed to manufacture a single product.

Objective: To name all the jobs in a given industry that went to make the object.

Criterion Test: The student will be able to name a product and list five occupations needed for its manufacture.

Activities:

1. List all jobs that men and women do to make the product.
2. Write a description of job.
3. Use speakers.
4. Set up display of product in stages.
5. Develop a time line.

Materials: Writing materials, pictures from magazines to illustrate. Materials from chosen industry.

ACTIVITY 9 Suggested Subject Area: Math

Concept: Measurements are important informational areas for many jobs.

Objective: To give learners an opportunity to understand the fractional make-up of the inch.

Criterion Test: Students will be able to work five selected problems concerning the activity.

Materials: Common building materials of standard thicknesses cut into one inch squares.
Examples: 1/32" sheet metal (ga.)
1/16" formica, copper
1/18", 3/16", 1/4" hardboard
3/16", 1/4", 3/8", 1/2", 5/8", 3/4" fir plywood

Activity: The learner will stack these materials together in various combinations to build thicknesses of assigned measurements. They will also think of job areas where this would prove useful.

Examples: 13/16" = 3/4" + 1/16", or
= 1/2" + 1/4" + 1/16" or
= 1/4" + 3/8" + 3/16" or
= 1/8" + 5/8" + 1/16", etc.

ACTIVITY 10 Suggested Subject Area: Art

Concept: Many workers are distinguishable through the uniforms they wear.

Objective: To create original skits using puppets to familiarize the learners with various careers. To work cooperatively with one or two other learners to write puppet plays.

Criterion Test: See activity.

Materials: Puppet stage, puppets.

Activity: In groups of two or three, have learners write original puppet plays. Different occupations can be depicted by dressing the puppets differently or making hats which are unique to a particular occupation. In the play, the learners are encouraged to give information about the occupation they are depicting. They could also include the skills they are presently learning which are particularly useful in the occupation being dramatized.

6.2 ACCOUNTANT

GRADE 6

CONCEPTS

Accounting is a math oriented career.
An accountant must be accurate in his work.
Accounting is a tedious, sometimes extremely demanding profession.
An accountant must enjoy working with figures.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

Given a ledger sheet and figures, students will be able to make correct entries.

Description: Making entries on a ledger sheet.
Teacher Directions: Refer to Activity #2.

6.2 ACCOUNTANT

GRADE 6

RESOURCE PEOPLE

Accounting students
from B.S.C.

Parents in the field

FIELD TRIPS

To bank or to an
Accounting office

FILMS

FILMSTRIPS

BOOKS

*Busy Office, Busy People (CA Center)
--Albert Whitman Co.

Yellow Pages of Learning Resources, MIT Press
(School Library)

SUPPLIES

Adding machine
Ledgers
Computer
Cash Register
Blank checks
Graph paper
Tax Forms
Deposit slips
Packet for Unit 6.1

Optional:
Monopoly Game
Game of Life
Etc.

*SRA Math Cards - Occupations #23

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Math/Social Studies
Language Arts

Divide class into small groups of five or six. Brainstorm question What is an accountant? After set time, pull groups back to one large group. Discuss, listing ideas on board. Inquire if anyone in class has parent who is an accountant.

End activity with, "For tomorrow find out as much as you can about the field of accounting."

Place resource materials out for inspection. Work with machines throughout unit.

Go through the article "Accountant" on page 4 of Yellow Pages of Learning Resources. There are many good suggestions and much information which can be used. Refer to pages 81 - 87 of the book, "How to Use This Book". Use as many of the suggestions as will add to the students' understanding.

MATERIALS 1

adding [illegible]
ledgers
[illegible]
[illegible]
[illegible]

Book:
Yellow Pages of Learning Resources
(School Library)

ACTIVITY 2 Suggested Subject Area: Social Science

Discuss information brought in by students. Discuss materials placed out the previous day trying to bring out what each has to do with accounting. Discuss who can be an accountant, trying to show that in a way everyone is an accountant.

Introduce the concept of debit and credit.

Give each student a ledger and say, "You have $500.00. Make an entry and spend some money on three things. Show what you bought and how much money you have left. We will discuss at the beginning of class tomorrow.

MATERIALS 2

Ledger sheet for each student

ACTIVITY 3 Suggested Subject Area: Math

Check students' ledger sheets for correct entries. Discuss why some were different. Show proper way to make entries and why it is done this way.

Set up weekly situation for students.

Introduce tax forms. Pass out dittoed sheet with information for filling out tax form. (salary, deductions, tax withheld, etc.) Let them try to figure out on their own how the form should be filled out. After they have worked for a given length of time, go over the tax forms together and discuss.

MATERIALS 3

Tax forms
Teacher-made ditto of information
necessary for filling it out.

ACTIVITY 4 Suggested Subject Area: Social Science

Take a field trip to a bank or large office to observe accounting department.

or
Invite accountant to come to class and give presentation.

In either case have students decide ahead of time some questions they might want to ask, and things they might want to find out about.

Review for field trip or guest speaker from materials in the appendix of this book.

MATERIALS 4

Field trip to bank or large office

or
Resource person:
Accountant

6.2 ACCOUNTANT

GRADE 6

ACTIVITY 5 Suggested Subject Area: Math	MATERIALS 5
Present class with dittoed sheets from a fictitious company with directions to determine if the company's books balance. Are they making a profit? Discuss. Collect ledger books the students have been working on.	Dittoed sheets from fictitious company's books.
ACTIVITY 6 Suggested Subject Area: Math	MATERIALS 6
Establish independent study for interested students. Establish accounting office for room to keep track of class records, monies, etc.	
ACTIVITY 7 Suggested Subject Area: Math	MATERIALS 7
The "Occupations" card suggests many excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.	SRA Math Card Occupations #23

CONCEPTS

The banks are dependent on other people and businesses in order to offer their services to the community. In like manner, people and businesses are dependent on the banking services for survival in our complex society.

Educational qualifications of banking personnel are flexible. It's the individual that counts.

During the 1970's employment in banks is expected to increase rapidly.

Many people employed by the banks will receive on-the-job training as well as being encouraged to further their education through outside night time studies.

PERFORMANCE OBJECTIVES
AND CRITERION TESTS

1. The students will be able to list at least eight services that commercial banks offer to the public.

   Description: Class meeting
   Teacher Directions: Refer to Activity #2.

2. The students will also be able to correctly write checks, fill out deposit and withdrawal slips.

   Description: Role-playing
   Teacher Directions: Refer to Activity #3.

3. The students will be able to explain in writing the purpose of the Federal Reserve Bank System.

   Description: Writing exercise
   Teacher Directions: Have each student write a paragraph explaining the purpose of the Federal Reserve Bank system.

6.3 BANK PERSONNEL

GRADE 6

RESOURCE PERSON *

Bank personnel

FILMS

FILMSTRIP

"[illegible]", SVE (CA Center)

FIELD TRIP

To a bank

BOOKS

* Come to Work With Us in a Bank, Sextant

* [illegible] Developing - World of Work, Northern Illinois University

CA Center

Yellow Pages of Learning Resources, MIT Press (School Library)

SUPPLIES

* Packet (CA Center)
* Play Money (CA Center)

Sample checks, deposit and withdrawal slips
Bank statements (optional)

*CA Center Furnishes

6.3 BANK PERSONNEL

GRADE 6

ACTIVITY 1   Suggested Subject Area: Social Science

Show the filmstrip "Financial Community".

The teacher will give a brief introductory commentary concerning the history of banking, explaining the beginnings of the banking industry, the need for such services and an overall discussion of the banking practices in various countries. Include in the discussion the purpose of the Federal Reserve System and some general modern practices in banking.

Have students make a list of the occupations they know about in the world of banking.

MATERIALS 1

Filmstrip:
"Financial Community", SVE
(CA Center)

Booklets:
"Money and You"
"The Story of American Banking"
"400 Years of Banking"
"How Banks Help"
(CA Center)

ACTIVITY 2   Suggested Subject Area: Social Studies, Art

On the board write the list of occupations the students made in Activity 1. The list should include the following: teller, loan officer, president, receptionist, typists, stenographer, secretary, computer operator, file clerk, cashier.

Have the class list together some of the services the bank offers to the public. List should include the following: checks, withdrawal, deposits, savings, travelers checks, safes, safety deposit boxes, loans, certified checks, trust service, providing investment service and advice, trustee of retirement plans for corporations and self-employed people, selling and redeeming United States Savings Bonds, charge cards, exchanging foreign currency.

Activity: Have students draw pictures for a composite bulletin board of either the occupations or the services of the banking business.

MATERIALS 2

Book:
Come to Work With Us in a Bank
--Sextant Systems
Yellow Pages of Learning Resources
--MIT Press (Page 12)

Booklets:
"Banking, An Opportunity For You"
"Using Banking Services"

(CA Center)

ACTIVITY 3 Suggested Subject Area: Language Arts

Explain the procedures involved in depositing and withdrawing money, and writing checks. Have the students use samples of deposit slips, withdrawal forms and checks to practice these banking operational procedures.

Divide the class into 2 groups. Half the students be bankers and half customers. Give customers checks (ten each), deposit slips and a check register for each of them. Give the bankers a statement of account. Using the listing of the month's balance, checks and deposits, have the customers write their checks, keep track of their balance, and make deposits to the banker. The banker will fill out the "Statement of Account" from the checks, then return it and checks to customer. (Be sure to include service charge.) The customer will then check his balance with bank's. If time permits switch roles.

Before doing the exercise, go over "What Everyone Should Know About Checking Accounts" with the students.

Introduce the occupation of being a teller. Explain the importance of customer relations and accuracy in handling money and making change.

Roleplay the teller and the customer doing business. Have students deposit money, withdraw money, and write checks for the role-playing teller. Use play money.

MATERIALS 3

Samples of withdrawal forms,
deposit slips and checks.

Booklets:
"Using Banking Services"
"Vinny and Billy; The Boys With
a Piggy Bank"
"What Everyone Should Know About
Checking Accounts"
(CA Center)

Play Money (CA Center)

ACTIVITY 3

MATERIALS

STATEMENT OF ACCOUNT FOR ACTIVITY 3

Beginning Bank Balance		$ 530.00
Dec. 1	First National Bank (House Payment)	93.50
Dec. 1	Capital Educators Credit Union (Car Payment)	75.00
Dec. 2	Boise Fuel Co. (Fuel Bill)	33.25
Dec. 3	Idaho Power Co. (Power Bill)	20.50
Dec. 4	Boise Water Corp. (Water for Oct. Nov. Dec.)	7.75
Dec. 6	Deposit Paycheck	250.00
Dec. 7	Smith Garbage Co.	6.50
Dec. 12	Johnson Drug Store	17.75
Dec. 13	Idaho Gas Co. (Auto gas)	35.25
Dec. 14	Brown Chevrolet Co. (Auto repair)	56.25
Dec. 15	Albertson's Food Store	60.75

ACTIVITY 4 Suggested Subject Area: Social Science, Language Arts

Roleplay the loan officer's responsibilities - with a customer applying for loans of various kinds. Explain reasons for obtaining a loan and reasons for turning it down.

MATERIALS 4

ACTIVITY 5 Suggested Subject Area: Social Science

Take a field trip to a bank. Have students be aware of the **various** occupations in the banking business. Allow 90 minutes for this trip.

Review:
"How to Get the Most From a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"
(from appendix of this book.)

MATERIALS 5

Field trip to a bank.

ACTIVITY Options Suggested Subject Area: Mathematics

The concept of interest could be studied. Students could compute the balance of savings accounts, compute interest on amounts for varying lengths of time.

They could also orally explain the purpose and operation of the machines in the billing department.

2. Students could actually borrow $25.00 for example, and then see how it could be invested. Or they could set up their own simulated business such as a cook-food (bakery) store to see if they could realize a return on the initial investment.

MATERIALS Options

Book:
Come to Work With Us in a Bank
--Sextant Systems (CA Center)

Bank Statements

Resource Person:
Clerk in billing department of bank.

6.4 COMPUTER PROGRAMMER GRADE 6

CONCEPTS

Computers are used extensively in business, schools, research, science and government.

Each of these computers needs someone to program it.

We should know what the computer is and how it may be put to use.

It is helpful to become familiar with the history of the computer industry and the ways in which computers have evolved.

The use of computers by businesses and industries is increasing.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

The students will demonstrate their knowledge of the field of computer programming by presenting an oral report describing a computer and showing how it relates to a particular business.

Description: Oral report on a computing device.
Teacher Directions: Refer to Activity #4.

6.4 Computer Programmer

6.4 COMPUTER PROGRAMMER GRADE 6

RESOURCE PEOPLE

FIELD TRIPS

B.S.C. Computer
Programming Center
(Contact Steve Maloney)

or

Daley and Co., Inc.
(Contact Stan DAley)

FILMS

"Computer Revolution" MP 5310 IMC

FILMSTRIPS

BOOKS

Booklets in Packet:

- *."Electronics Data Processing Written for the Layman"
- * "Yes, No.......One, Zero"
- * "Facilities Serving the World of Business"
- * "Pathways to Progress"
- * "World of Science and Technology"

* SRA Occupational Briefs

SUPPLIES

Materials with which to make
simple computer

Machines for demonstration:
Teletype
Adding machine
(Check possibility of renting
computer for use by students)

*SRA Math Cards
Occupations #34, #35

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Reading, Spelling

As class activity, have students make up individual lists of computer-related words. The objective here is to familiarize the students with words they'll be exposed to throughout this unit. Add to lists as unit progresses.

Using "compute" as a base word, see how many words children can make up by adding prefixes and suffixes. This can be done orally, or can be a competitive game played after a lesson on base words, prefixes and suffixes.

Practice description in writing or talking. Describe what a computer programmer might do. Describe a specific computer. For creative writing, students might write about computers and the future.

MATERIALS 1

Dictionary
All available books and booklets relating to computers and programmers

Encyclopedias

ACTIVITY 2 Suggested Subject Area: Health; Art

ake a picture of a human brain. Draw, paint, and label parts of.

Compare workings of brain and electronic computers.

is may be more suitable for those who have shown interests relating physiology and anatomy and for more advanced students. Works well a small group activity.

MATERIALS 2

Health textbooks
Encyclopedias
Library reference books
Medical books

ACTIVITY 3 Suggested Subject Area: Social Studies, Art

Show the film "Computer Revolution" (23 minutes)

Discuss film and computers. Hopefully students will name some simple devices such as gas pump gauge, tire air guage, cash registers, adding machines, abacus. They will probably name some others which are not so simple such as aircraft instruments, other business machines, and automation of all kinds. Space travel, missile guidance, etc.

After students have named a great many of the above and possibly more, they can break up into small groups of their choosing. Each group is to take a different computing device, explain how it works, demonstrate or draw or build a model, and when finished report to the class.

This activity should be introduced early and can be used as an end-of-unit project.

MATERIALS 3

Film: "Computer Revolution"
MP 5310, IMC

SRA Work Briefs
All other resource material available.

6.4 COMPUTER PROGRAMMER

GRADE 6

ACTIVITY 4 Suggested Subject Areas: Art, Math

Field trip to Boise State College Computer Center or to Daley and Company. Or have Interview with B.S.C. Computer Department head. Either invite him to the classroom or have two or three students visit him at B.S.C.

Interview questions should be decided in advance. The following are some suggested things to do or find out about:

1. Think of something students can program easily and then send it through a computer.
2. Practice coding names and addresses for the computer.
3. Discuss the fact that computers are built on the base 2 number system. The 0 and the 1 are the only two digits used. Relate this to arithmetic.
4. Let student code [illegible] the computer and use of the base 2 number system.

Review for field trip or guest speaker from appendix of this book.

MATERIALS 4

Field trip to B.S.C. Computer Center or Daley and Co.
or
Guest Speaker

Possibly computer cards from Daley and Co.

ACTIVITY 5 Suggested Subject Area: Language Arts

Students should now be able to talk with some knowledge about computers; who uses them, how they are used, why they are used. The objective here is to list all related jobs they can think of. Those who show an interest might choose to investigate and report in detail to the class answers to such questions as:

What does a programmer do?
How much training is necessary?
What kinds of surroundings are there?
Will there be a need for computer programmers in future?
What kinds of people become computer programmers?

MATERIALS 5

Resource materials listed on materials sheet plus any other available. Library books, Encyclopedias, etc.

ACTIVITY 6 Suggested Subject Area: Art, Social Studies, Drama

Plan an activity showing how and when computing began. Example: In early times the shepherds found pebbles. A shepherd kept a pot filled with pebbles. One pebble represented one sheep. To make certain each sheep was accounted for the shepherd matched each sheep with a pebble.

This project could be a demonstration as above, or it could be drawn and integrated into the art area. It could also be acted using costumes, and stage settings. Children should do the planning, acting, costuming.

This could be related to some class activity for a less advanced student.

MATERIALS 6

Pebbles
Art materials such as cardboard, paints, construction paper.

Shepherd costumes

(Americana Encyclopedia gives good adult explanation.)

GRADE 6

6.4 COMPUTER PROGRAMMER

ACTIVITY 7 Suggested Subject Areas: Reading, Math

Make a simple computer. This can be done by using a cardboard box and other materials for buttons, etc. for one which doesn't actually work, or some very mechanically inclined students might actually build a crude computer out of such things as an old clock, or gears from some other old machines.

[illegible]

MATERIALS 7

Cardboard
Paints
Old clocks
Old machines with gears
Beads

An old machine to tear apart to show students how to put a computer of their own together.

ACTIVITY 8 Suggested Subject Areas: Math, Art

Depict the growth of computers. This project might note the use of Arabic numerals and the expansion of the early invention of the abacus, first mechanical computing device of used counting parts.

This could be quite nicely depicted on cardboard or poster paper, using pictures and drawings. It could also be demonstrated. Students should be able to relate this information to the present day in as many different ways as possible.

MATERIALS 8

Encyclopedias
Library books
Materials in Packet
Poster paper or cardboard
Paints

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6.4 COMPUTER PROGRAMMER

GRADE 6

ACTIVITY 9

Suggested Subject Area: Math

The "Occupations" card suggests some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 9

SRA Math Cards
Occupations #34, #35

6.5 OFFICE MANAGER, SECRETARY GRADE 6

CONCEPTS

Office workers include file clerks, bookkeepers, business machine operators, typists and secretaries, each with special skills and responsibilities.

Office managers coordinate and oversee the work of a number of people doing office jobs

Secretaries work for business executives, government officials and professional persons

Secretaries usually work closely with their employers and the duties include making appointments, handling important mail, answering routine correspondence and taking care of other office work.

Secretaries need skill in working with other people, keeping accurate records, arithmetic and English grammar, typing and operating business machines.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to name and describe five office occupations.

   (a) Description: Oral presentation
   Teacher Directions: Refer to Activity #1.

   (b) Description: Students write and illustrate limericks about office workers.
   Teacher Directions: Refer to Activity #2.

   (c) Description: Writing exercise
   Teacher Directions: Have each student name and write a brief description of five office occupations, including the responsibilities and requirements of each.

2. Students will be able to schedule and perform clerical tasks in the classroom efficiently.

   Description: Students perform clerical tasks in the classroom.
   Teacher Directions: Refer to Activity #7.

(Continued on next page)

CONCEPTS (continued)

PERFORMANCE OBJECTIVES AND CRITERION TESTS

3. Students will be able to roleplay tactful ways of handling difficult situations involving interpersonal relations in the office.

   Description: Role-playing
   Teacher Directions: Refer to Activity #3.

4. Students will be able to describe the work of a secretary.

   (4) Description: Role-playing
   Teacher Directions: Have the students act out the duties of a secretary.

   (5) Description: A secretary speaks to the class.
   Teacher Directions: Refer to Activity #9.

   (6) Description: Writing exercise.
   Teacher Directions: Have each student describe, in writing, the work of a secretary.

6.5 OFFICE MANAGER, SECRETARY

GRADE 6

RESOURCE PEOPLE

Secretary
Students from Business Classes

FIELD TRIPS

To a large office (optional)

FILMS

"The Secretary - A Normal Day" - MP-1152 (IMC)

FILMSTRIPS

* "Office Occupations" Wonderful World of Work --Denoyer-Geppert (CA Center)

BOOKS

Room set of comic books:
* "Popeye the Sailor and Business and Office Careers"

SUPPLIES

Collection of business letters
Cards with words for filing game
Typewriters
Typing Books
Shorthand Books
Situations for Roleplaying
Notebooks
Business machines
Bookkeeping materials
Teletrainer (IMC)

(Teacher Supplied)

* Packet of Materials (CA Center)

*Crossword Puzzle: Secretary

*SRA Math Cards
Occupations #32, #33

*CA Center Furnishes

ACTIVITY 1

Suggested Subject Area: Language Arts

Show filmstrip "Office Occupations" from Wonderful World of Work. Discuss office occupations shown, responsibilities and requirements of each.

Assign 2 or 3 interested students to read about each office occupation in the SRA Junior Occupational Briefs and other sources. Plan a presentation of the occupation assigned.

Bookkeepers
Bookkeeping Machine Operators
File Clerks
Correspondence Clerks
Legal Secretaries
Secretaries
Office Manager
Office Boys and Messengers
Office Machines Operators
Receptionist
Stenographers
Switchboard Operators

Place on display the room set of comic books for students to use as time permits.

MATERIALS 1

Filmstrip: "Office Occupations"
(CA Center)

SRA Junior Occupational Briefs
(Packet-CA Center)

Room set of comic books:
"Popeye the Sailor and Business and Office Careers"

ACTIVITY 2

Suggested Subject Area: Language Arts

Make presentations on office workers.

Have students write and illustrate limericks about office workers.

To save time and confusion, have students choose the station they will work at for the next activity.

MATERIALS 2

6.5 OFFICE MANAGER, SECRETARY

GRADE 6

ACTIVITY 3 Suggested Subject Area: Language Arts, Math

Set up some of these skills centers including activities such as the following:

1. Bookkeeping - sample ledgers, practice page of transactions to record.
2. Typing - fingering charts, typewriters.
3. Shorthand - shorthand chart, stenographic notebooks. Write message in shorthand.
4. Business machine operator - several business machines - problems to solve.
5. Receptionist - teletrainer, practice situations.

For each station, invite a high school business student (or college business student) to be the teacher and give demonstration at station.

MATERIALS 3

Students from high school or college to be demonstrators

typewriters
business machines
bookkeeping materials
teletrainer (IMC)
shorthand charts

ACTIVITY 4 Suggested Subject Area: Language Arts, Social Studies

Have students meet in groups composed of one person from each station to describe what they did and how they felt about the experience. Discuss advantages and disadvantages of office work.

Ask students to list in writing the advantages and disadvantages of office work.

Show film: "The Secretary - A Normal Day" (20 minutes)

MATERIALS 4

Film:
"The Secretary - A Normal Day"
—MP - 1152 (IMC)

ACTIVITY 5 Suggested Subject Area: Social Studies

Make a series of situations involving employee relations for role-playing. Have these written on cards or separate sheets of paper. Involve all the students in the situations.

Situations might include the following:
1. An employee is consistently late - the office manager must discuss this with the worker.
2. An employee is doing careless and inefficient work.
3. An employee whose appearance is inappropriate for an office.
4. Two employees having a dispute about use of a machine they both need.
Etc.

MATERIALS 5

Situations for role-playing

ACTIVITY 6 Suggested Subject Area: Language Arts

Writing business letters. Introduce form for business letters. Ask students to suggest:
1. Needs they might have for writing business letters.
2. Importance of letters in making positive first impressions and getting desired results.

Have students write a business letter and make a mock envelope.

Display business letters received by the business office.

MATERIALS 6

Collection of business letters

6.3 OFFICE MANAGER, SECRETARY

GRADE 6

ACTIVITY 7 Suggested Subject Area: Language Arts

MATERIALS 7

Discuss clerical tasks within the classroom. List and divide them up among several "secretaries". These tasks might include the following:

taking attendance
taking lunch count
keeping track of library books
filing, keeping skill boxes orderly
keeping track of checking keys

Discuss responsibility, need for secretaries to be dependable, well-organized. Discuss office workers in school. Ask each student to list the responsibilities of office worker. Write a list of do's and don'ts for office workers.

Recruit office workers and classroom secretaries. Make list. Show first group of workers how to do their jobs, then ask each secretary to train his replacement.

Play filing game.

Divide class into 2 groups. Give each group member a word. (Have several words beginning with the same letter.) Each group must arrange itself alphabetically without using any verbal cues - only non-verbal signals. First team finished wins.

Use the crossword puzzle "Secretary" found in the box of supplies. Run off copies so each student has one for his use. It is suggested the teacher go over the terms so they are well understood by the class.

Cards with words printed on them - one for each student.

7. Crossword puzzle: Secretary

6.5 OFFICE MANAGER, SECRETARY

GRADE 6

ACTIVITY 8 Suggested Subject Area: Language Arts

Discuss do's and don't's for office workers. Make class list of suggestions. Review telephone manners.

Have students write a description of a situation a secretary might be called upon to handle over the telephone. Collect, and put in a box. Divide the class into 2 groups. Have each student select a situation, describe it to the group, then act it out. The rest of the group can offer comments about how tactfully the situation was handled, and ways of improving.

Play "What's My Line?" with office occupations.

MATERIALS 8

ACTIVITY 9 Suggested Subject Area: Social Science

Invite a secretary to speak to the class about the responsibilities and rewards of this occupation.

Demonstrate typing, use of dictaphone, any other office machines that can be brought into the classroom.

Review: "Communicating With Talent", "Resource Talent", and "Questions for Group Conferences" from Appendix of this book.

MATERIALS 9

Resource person:
Secretary

6.5 OFFICE MANAGER, SECRETARY

GRADE 6

ACTIVITY 10

Suggested Subject Area: Social Studies

Field trip to a large office to observe the many office workers at their jobs.

Each student might be encouraged to interview an office worker and report back in a class discussion.

Review
"How to Get the Most From a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"
(from appendix of this book)

MATERIALS 10

Field trip to large office

ACTIVITY 11

Suggested Subject Area: Language Arts

Divide class into two groups - shorthand and typing. After each group has had an opportunity to try its skill, trade groups.

Let students try typing on portable typewriters in the room. Make fingering chart for each typewriter station or have typing books at each station.

Using shorthand books for reference, write messages in shorthand. Exchange with someone else and decipher message.

MATERIALS 11

As many typewriters as can be obtained for use in the room.

typing books and/or charts
shorthand books

6.5 OFFICE MANAGER, SECRETARY

GRADE 6

ACTIVITY 12 Suggested Subject Area: Math

MATERIALS 12

The "Occupations" card suggests some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

SRA Math Cards
Occupations #32, #33

CONCEPTS

Newspapers are an important source of information about current happenings locally and around the world.

The newspaper is different every day because the news is different every day.

The newspaper informs the reader about newsworthy events; advertises products and sales; helps people find jobs, places to live, markets and sources of items needed or desired; entertains and gives interesting information about a variety of topics.

The newspaper is usually divided into sections, each section dealing with the same type of news - sports, local news, national news, etc.

Many workers are involved in putting a newspaper together.

Reporters gather the news and write news stories.

A free and responsible press is an important element in American democracy.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. The students will be able to write a news story of at least three paragraphs and answering the five w's. (Who, what, when, where, why)

   Description: Write a news story.
   Teacher Directions: Refer to Activity #3.

2. The students will be able to describe the work of the reporter.

   a. Description: Role-playing
      Teacher Directions: Have the students act out the work of the reporter, illustrating his duties.

   b. Description: Class meeting.
      Teacher Directions: Have students describe the work of a newspaper reporter orally in a class meeting.

6.6 - 6.10 NEWSPAPER INTRODUCTION GRADE 6

RESOURCE PEOPLE

FILMS

SUPPLIES

newspapers - 1 per student
construction paper
scissors
glue

FILMSTRIPS

* "How to Read a Newspaper" - Troll Associates
(CA Center)

FIELD TRIPS

BOOKS

* Room set of comic books:
"Popeye the Sailor - Communications and the Media"
(CA Center)

*CA Center Furnishes

6.6 - 6.10 NEWSPAPER INTRODUCTION GRADE 6

ACTIVITY 1 Suggested Subject Area: Language Arts

Show the filmstrip "How to Read a Newspaper" and discuss it with the class.

Have on display room set of comic books for student use as they have time.

MATERIALS 1

Filmstrip:
"How to Read a Newspaper"
--Troll Assoc. (CA Center)

Room set of comic books:
"Popeye the Sailor - Communication and the Media" (CA Center)

ACTIVITY 2 Suggested Subject Area: Language Arts

Provide each student with a newspaper. Give students 15 minutes to read freely - examine paper. (Suggest ways to fold paper to make it easier to read.)

Discuss:
1. What is a newspaper?
2. How do newspapers serve people?
3. What does a newspaper include?
4. What is a "free press"?
5. How would our lives be different if we did not have a newspaper or if newspapers were controlled by the government?

Collect newspapers for later use.

MATERIALS 2
Newspapers - 1 per student

6.6 - 6.10 NEWSPAPER INTRODUCTION

GRADE 6

ACTIVITY 3

Suggested Subject Area: Language Arts

Distribute newspapers. Ask students to look through the paper and list all the kinds of articles found in the paper. Example: news about world events, comics, sports, etc.

List together all kinds of articles suggested. Look at paper to see how these kinds of articles are grouped together as sections. List sections of the newspaper and tell what each contains.

Have students find, clip, mount on construction paper and label the following articles from sections of the paper.

international news
national news
state news
local news

entertainment
editorial
comics
classified ads

Display these collections to serve as a review.

MATERIALS 3

1 newspaper per student
construction paper
scissors
glue

6.6   6.10 NEWSPAPER INTRODUCTION   GRADE 6

ACTIVITY 4   Suggested Subject Area: Language Arts/Social Studies

Read headlines of 4 or 5 news stories and ask class to tell what kind of news it would be.

Discuss terminology with students, writing words on board or overhead projector or displaying cards with words printed on. After the discussion, have students find and cut out an example of each term.

Give students a dittoed list of terms and their definitions to use as a reference. Include the following terms in this activity:

Banner - a prominent page one headline
Byline - the printed name of the writer of a special news
    or feature story
Dateline - the opening line of a nonlocal news story which
    tells the story's origin.
Feature - a newspaper story written primarily to entertain
Headline - the title of a news story which sums up the
    contents of the story.

MATERIALS 4

1 newspaper per student, or
if work is done in teams,
1 per team.

6.6 REPORTER

GRADE 6

RESOURCE PEOPLE

Newspaper Reporter

FIELD TRIPS

FILMS

FILMSTRIPS

BOOKS

Yellow Pages of Learning Resources, MIT Press
(School Library)

SUPPLIES

newspaper, 1 per student
transparancy of newspaper leads
news articles with headlines
cut off
4 sets of 10 news articles and
10 headlines (optional)
headlines - 1 per student
ditto of 2 sports stories
pictures for writing stories
cards with background information
on person to be interviewed

ACTIVITY 1 Suggested Subject Area: Language Arts

If this is your first newspaper unit, do introductory activities first.

Discuss requirements for a good headline. It should be brief, interesting, and accurate. Have overhead with 3 leads from recent paper. Ask students to write headlines. Share headlines and evaluate on basis of the three criteria. Give each student a news article from the paper with the headline cut off and directions to write a headline for the article. Exchange with a friend, write a headline for his article, then compare and evaluate headlines.

Optional: Have students compare their headline with the one that had been cut off their article.

Game: Divide into four teams. Each team gets 10 headlines and 10 articles. They must match up all 10 correctly without verbal communication.

MATERIALS 1

Overhead transparency of 3 leads

news articles with headlines cut off - one per student

extra copies of paper (optional)

sets of 10 articles and headlines one set per team (optional)

ACTIVITY 2 Suggested Subject Area: Language Arts/Social Studies

Using transparency from Activity 1 discuss the contents of a good lead. List 5 W's and H to see if each is included. (Why, when, where, who, what, how)

Give students to find 3 leads and answer questions who, what, why, where, when, how by reading with the leads. Give each student a headline, have him write a good, concise lead. Compare and evaluate with a friend. [illegible] check for 5 W's and H.

Have finished leads available for comparison if desired.

MATERIALS 2

Transparency from Activity 1

one headline per student

extra copies with articles intact (optional) [illegible] REPORTER GRADE 6

ACTIVITY 3 Suggested subject areas: Language Arts/Social Studies

[illegible] a student in the classroom [illegible] for a news story. [illegible] running from the room, etc.) [illegible] reporter's notebook giving only skeleton [illegible] topics of interest and concern to the [illegible] complete news story including headline.

[illegible] Teacher select some [illegible]

MATERIALS 3

Skeleton information for a news story.

Suggested subject area: Language Arts

[illegible] two sports articles - one from a Boise paper and [illegible] team. Find statements which [illegible] in different ways. Discuss reasons for differences [illegible]

[illegible] differences in points of view [illegible] news article.

[illegible] the sports event described

MATERIALS 4

Dittoed copies of two sports stories about the same event from opposite points of view.

6.6 REPORTER

GRADE 6

ACTIVITY 5 Suggested Subject Area: Reading/Language Arts

Ask students to write a newspaper story about an incident in a book or story they are reading or have read or give each student a headline and ask him to write a newspaper story.

MATERIALS 5

Headlines from newspaper articles

ACTIVITY 6 Suggested Subject Area: Language Arts

Discuss purposes of news stories (inform, advise, entertain).

Read two articles, have students tell what purpose of each article is.

Distribute copies of a feature story. Discuss its purpose and format.

Have students write a feature story about someone in the classroom or a person or event of interest to them or provide pictures of people, action or places to serve as inspiration for feature stories. (Students might be encouraged to collaborate on writing a feature story.)

MATERIALS 6

2 articles from newspaper which will have different purposes

a feature story - one copy per student

pictures of people, actions, or places to serve as motivation for feature stories.

ACTIVITY 7 Suggested Subject Area: Language Arts/Soc. Studies

MATERIALS

Newspapers

Ask students to number papers from one to ten. When you pronounce a word, have them respond with a plus or minus to reflect the feelings that word arouses in them. Some words might be: home, warmth, sweaty, lazy, braggart, confident, etc.

Compare responses. See if students tend to agree in their responses.

Discuss emotionally loaded words - differences between denotation (literal meaning) and connotation (emotional response).

Use newspapers to compile a list of words which evoke positive responses and words which evoke negative responses.

Have students write two descriptions - one very literal, denotative and the other appealing to the reader's emotions. May also write a positive and a negative description of someone.

Point out use of emotionally loaded words in political advertising, and statements by candidates.

ACTIVITY 8 Suggested Subject Area: Language Arts

MATERIALS 8

Book:
Yellow Pages of Learning Resources
--MIT Press
(School library)

Go through the article "Journalism" on page 45 of Yellow Pages of Learning Resources. There are many good suggestions and much information that can be used. Refer to pages 85 - 87 of the book, "How to Use This Book". Use as many of the suggestions as you feel will add to the students' understanding.

6.6 Reporter,
Act. 7, 8

6. 6 REPORTER

GRADE 6

ACTIVITY 9 Suggested Subject Area: Language Arts

Discuss how to interview. Develop with the class some kinds of questions, considerations when interviewing.

Pair students up, designate one as reporter, the other the subject. Suggest the reporter try to find out some unusual or interesting facet of his subject's life and find out more about it. Reverse roles.

Roleplay interviewing in small groups. Give each group cards telling about the subject to set background for interview. Roleplay having several people play reporter and subject.

Using information gained in interviews write a news story about one of the people interviewed.

MATERIALS 9

Cards with background information on a person to be interviewed.

(These should be imaginary people)

ACTIVITY 10 Suggested Subject Area: Language Arts

Invite a reporter to come to class and tell about his work. Ask him to help students write a news article about his visit.

MATERIALS 10

Resource person:
Newspaper Reporter

6.7 NEWSPAPER PHOTOGRAPHER GRADE 6

CONCEPTS

Newspapers are an important source of information about current happenings locally and around the world.

The newspaper is different every day because the news is different every day.

The newspaper informs the reader about newsworthy events; advertises products and sales; helps people find jobs, places to live, markets and sources of items needed or desired; entertains and gives interesting information about a variety of topics.

The newspaper is usually divided into sections, each section dealing with the same type of news - sports, local news, national news, etc.

Many workers are involved in putting the newspaper together.

Photographers take pictures to illustrate news stories.

A free and responsible press is an important element in American democracy.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

The students will be able to describe the work of the newspaper photographer.

(a) Description: Role-playing
Teacher Directions: Have the students act out the work of the newspaper photographer illustrating the duties perform[illegible]

(b) Description: Class meeting.
Teacher Directions: Following the field trip to the newspaper or the visit by the photographer resource speaker, have the students describe the work done by the photographer.

6.7 PHOTOGRAPHER GRADE 6

RESOURCE PEOPLE

News Photographer

Photography students to
help with developing
(optional)

FIELD TRIPS

FILMS

FILMSTRIPS

BOOKS

SUPPLIES

Uncaptioned news photos

8-10 instamatic cameras - student

* 1 roll of film per team - CA Cent
* Developing and printing equipment
and supplies (optional)
--CA Center

*SK[illegible] Math Cards
Occupations #43, #46

*CA Center Furnishes

6.7 PHOTOGRAPHER

GRADE 6

ACTIVITY 1 Suggested Subject Area: Language Arts

(If this is your first newspaper unit, do Introductory Activities first)

Give each student an uncaptioned news photo. Have him write a caption for the picture and a story about the event pictured.

Discuss photographic journalism. Display a number of award-winning news photos, if possible.

Begin a collection of people in the news. Help students become familiar with news makers and recognize people.

MATERIALS 1

News photos with captions removed. One per student.

ACTIVITY 2 Suggested Subject Area: Language Arts

Invite a speaker to discuss news photography, show some news photos, describe effective photographic techniques.

Perhaps he will give a mini "how-to" course in taking good pictures.

Review for Guest Speaker: "Communicating With Talent", "Resource Talent" and "Questions for Group Conferences" from appendix of this book.

MATERIALS 2

Resource Person:
News Photographer

ACTIVITY 3 Suggested Subject Area: Art

Divide students up into photographic teams, 3 or 4 to a team. Give each team an instamatic camera and a role of black and white film. Tell them to take up the role of film within the next two days, getting newsworthy pictures.

Turn in the film, marked with the team member's names.

MATERIALS 3

8 - 10 instamatic cameras
black and white film

6 - PHOTOGRAPHER

GRADE 6

ACTIVITY 4 Suggested Subject Area: Art

Invite a team of photography students to demonstrate and help each team of students develop and print their pictures.
Or
Choose a group from the class to be the darkroom crew and have a resource person or team teach them how to develop film. Resource people supervise and/or assist the darkroom crew in developing the class pictures.

If pictures are not developed at school, send them away for developing.

MATERIALS 4

Resource people:
Photography students

Developing and printing equipment and supplies.

ACTIVITY 5 Suggested Subject Area: Language Arts

Have photographic teams mount and caption their news photos, selecting the best ones to use.

Display completed collections. Also prepare a display of "goofs" just for fun.

Share experiences of teams of photographers.

MATERIALS 5

ACTIVITY 6 Suggested Subject Area: Math

The Occupations card suggests some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 6

SRA Math Cards
Occupations #43, #46

6.8 NEWSPAPER CARTOONIST GRADE 6

CONCEPTS

Newspapers are an important source of information about current happenings locally and around the world.

The newspaper is different every day because the news is different every day.

The newspaper informs the reader about newsworthy events; advertises products and sales; helps people find jobs, places to live, markets and sources of items needed or desired; entertains; and gives interesting information about a variety of topics.

The newspaper is usually divided into sections, each section dealing with the same type of news - sports, local news, national news, etc.

Many workers are involved in putting the newspaper together.

Cartoonists draw entertaining comics, and some do political cartoons which express opinions on news happenings.

A free and responsible press is an important element in American democracy.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

The students will be able to describe the work of the newspaper cartoonist.

(a) Description: Role-playing.
Teacher Directions: Have the students act out the work of the cartoonist illustrating the duties performed.

(b) Description: Class meeting.
Teacher Directions: Following the cartoonist resource speaker, have the students describe the work done by the cartoonist.

RESOURCE PEOPLE

Cartoonist

FIELD TRIPS

FILMS

FILMSTRIPS

BOOKS

* Make a World - Ed Emberley
--Little, Brown and Co.

Cartooning, the Head and Figure - Jack Hamm
*(Administration Building)

SUPPLIES

Comic strips - 1 per 2 students
Transparancies of political cartoons

Graph paper
Newspaper Comics
Comic books

Newspapers - one per student

*CA Center Furnishes

6.8 CARTOONIST

GRADE 6

ACTIVITY 1 Suggested Subject Area: Language Arts, Math

If this is your first newspaper unit, do Introductory activities first.

Give each student two parts of a cartoon strip from the newspaper with instructions to find the other two parts and put them in appropriate order. (Have several days strips so students will have to look carefully at comics and make decisions on best sequence.)

Take a poll of student preferences in comics. Graph the results on a bar graph.

Ask for volunteers to survey and graph other populations - adult, teen, teachers, etc. (Decide what would be a reasonable sample as a class.) Or, have each student poll one or more members of each population. Be sure no one is polled more than once.

MATERIALS 1

Comic strips - one for every two students, cut up and divided into frames.

graph paper

ACTIVITY 2 Suggested Subject Area: Art

Copy cartoon characters. Make a page of cartoon characters copied from newspaper, comic books, other sources.

Optional: Display these in primary hallway at eye-level for small children.

MATERIALS 2

Newspaper comics
Comic books

6.8 CARTOONIST

GRADE 6

ACTIVITY 3

Suggested Subject Area: Art

Invite a cartoonist to come and demonstrate drawing cartoons and/or caricatures. Ask him to help students draw original cartoons and/or caricatures of themselves, their friends and teachers.

Use books Make a World, Ed Emberley (School library)
Cartooning the Head and Figure, Jack Hamm (Art Office)

Review for Guest Speaker: "Communicating With Talent", "Resource Talent" "Questions for Group Conferences" from appendix of this book.

MATERIALS 3

Resource Person:
Cartoonist

Books:
Make a World, Ed Emberley
Cartooning the Head and Figure,
Jack Hamm

ACTIVITY 4

Suggested Subject Area: Social Studies

Discuss political cartoons as communications form. Show transparency of several political cartoons, discuss caricatures, opinions expressed by cartoonist.

Optional: Each day have a political cartoon on the overhead projector when students arrive. Discuss in news period briefly, to build interest in reading political cartoons.

Suggest students might like to try political cartooning to express opinions about things that concern them. Discuss responsibility for ethical standards for cartoons.

MATERIALS 4

Transparencies made from political cartoons

6.8 Cartoonist, Act. 3,

6.9 NEWSPAPER EDITOR GRADE 6

CONCEPTS

Newspapers are an important source of information about current happenings locally and around the world.

The newspaper is different every day because the news is different every day.

The newspaper informs the reader about newsworthy events; advertises products and sales; helps people find jobs, places to live, markets and sources of items needed or desired; entertains; and gives interesting information about a variety of topics.

The newspaper is usually divided into sections, each section dealing with the same type of news -- sports, local news, national news, etc.

Many workers are involved in putting the newspaper together.

Editors decide what news will be printed, arrangement of the paper, and write statements of opinion which reflect the paper's position on issues of local or world-wide importance.

A free and responsible press is an important element in American democracy.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. The students will be able to list four good reasons for reading the newspaper regularly.

   Description: Small group discussion.
   Teacher Directions: Group the students into small groups of four or five. Assign a recorder to each group. Ask each group to discuss and make a list of four good reasons for reading the newspaper. Compile all lists to make a class list.

2. Students will be able to distinguish between statements of fact and opinion.
   Description: Play Fact/Opinion Game.
   Teacher Directions: Refer to activity #1.

6.9 EDITOR

GRADE 6

RESOURCE PEOPLE

ewspaper Editor

FIELD TRIPS

FILMS

"A Newspaper Serves Its Community"
-- MP-5096 EJS (IMC)

FILMSTRIPS

BOOKS

SUPPLIES

Editorials
Newspapers from other areas
(one per group)

Newspapers - one per student

6.9 EDITOR

GRADE 6

ACTIVITY 1 Suggested Subject Area: Language Arts, Social Studies

If this is your first Newspaper unit, do Introductory Activities first.

Discuss differences between fact and opinion. Ask students to find 10 statements of fact, 10 statements of opinion in newspaper.

Play fact/opinion game. Have two teams. Alternate reading one of the statements they found. Other team must tell if it is fact or opinion. Correct response gives team a point.

Examine editorial page of the newspaper. Ask students to write answers to the following questions:

1. What is the editor's purpose?
2. What opinions are expressed?
3. Why do you agree or disagree with the editorial?

*4. Should editors be allowed to express their opinions? Why or why not?

MATERIALS 1

Newspapers - one per student

ACTIVITY 2 Suggested Subject Area: Language Arts

Discuss with students what are major topics of concern for them. List these. Suggest other problems which might interest the student. (Try to keep these close to the students' experience.)

Discuss editorial writing, its purpose and how an editor prepares. Emphasize the need to have the facts before editorializing. Discuss ways to obtain more data if necessary.

Have students write editorials about a topic suggested or another area of concern. Have several good editorials available for students to read for help. After editorials are finished, share some with the rest of the class.

MATERIALS 2

A collection of good editorials for student reference.

6.9 Editor,

6.9 EDITOR

GRADE 6

ACTIVITY 3

Suggested Subject Area: Language Arts

Ask students to be editors for the day. Give them a list of 10 news events of current interest. Ask them to list the 10 in order of importance. Compare and discuss their listing with a partner and make another list together that they both agree on. Show lists, discuss differences in ratings and how such differences might affect the newspaper content.

Discuss editing - what it is. (Making a news story the best it can be.)

Let students choose a partner. Each person write a news story and have the partner edit the story.

MATERIALS 3

List of 10 current events in random order.

ACTIVITY 4

Suggested Subject Area: Language Arts, Social Studies

Divide class into groups. Give each group a newspaper and the following questions to answer about their newspaper and about the Statesman.

1. Name of paper - where published
2. Circulation
3. Purpose of the paper
4. Geographical focus
5. Can you tell the paper's political stand from the editorial page?
6. Number of sections - size of each section and what the sections are called.

MATERIALS 4

Newspapers from other areas - especially metropolitan papers - one paper per group.

6.9 EDITOR

GRADE 6

ACTIVITY 5 Suggested Subject Area: Language Arts, Social Studies

Invite a newspaper editor to tell about his work and how the paper is put together. (This might be a student editor from one of the high schools or college papers.)

Review for Guest Speaker: "Communicating With Talent", "Resource Talent" and "Questions for Group Conferences" from appendix of this book.

MATERIALS 5

Resource Person:
Newspaper Editor

ACTIVITY 6 Suggested Subject Area: Social Studies

Show film "A Newspaper Serves Its Community"

Discuss ways local newspapers serve their communities.

Discuss or debate the following questions about newspapers and their communities.

Should newspapers omit the names of first offenders in crime?
Should newspapers omit the names of juvenile offenders?
Should newspapers be permitted to criticize the government?
Do newspapers do much to attract the teen-age reader?
What are the responsibilities of the free press?

MATERIALS 6

Film:
"A Newspaper Serves Its Community"
--MP 5096 IMC

6.10 NEWSPAPER PRINTER GRADE 6

CONCEPTS

Newspapers are an important source of information about current happenings locally and around the world.

The newspaper is different every day because the news is different every day.

The newspaper informs the reader about newsworthy events; advertises products and sales; helps people find jobs, places to live, markets and sources of items needed or desired; entertains; and gives interesting information about a variety of topics.

The newspaper is usually divided into sections, each section dealing with the same type of news - sports, local news, national news, etc.

Many workers are involved in putting the newspaper together.

The printer works with complex machinery to prepare many copies of a newspaper or book.

Printing makes permanent and easily accessible records of human interactions.

A free and responsible press is an important element in American democracy.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to list four ways printing is useful to man.

   Description: Small group discussion.
   Teacher Directions: Group the students into small groups of four or five. Assign a recorder to each group. Ask each group to discuss and make a list of four ways printing is useful to man. Compile all lists to make a class list.

2. The students will be able to describe the work of the printer.

   Description: Role-playing.
   Teacher Directions: Have the students act out the work of the printer, illustrating and describing the duties performed.

RESOURCE PEOPLE

FIELD TRIPS

To newspaper and printing shop

FILMS

"Prints" MP-5387 E (IMC)

"The Alphabet in Art" MP-5303 (IMC)

FILMSTRIPS

BOOKS

New Creative Printmaking, Green

Relief Print Making, Brommer

How Printing Helps Us, Benefic Press

(Available at Art Consultant's Office - Administration Building)

Yellow Pages of Learning Resources, MIT Press (School Library)

SUPPLIES

Stencils for ditto and mimeograph

Printmaking supplies:

clay
water soluble printing ink
brayers
formica inking
plates or cookie sheets
white paper
newspapers
newsprint
potatoes
nail files
styrofoam packing material
  or meat trays
string
cardboard
glue

*SRA Math Cards
Occupations #44, #29
(CA Center)

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Social Studies

If this is your first Newspaper Unit, do the Introductory Activities first.

Show film "Prints"

Invite Art Consultant to demonstrate and discuss print making.

Resource books available from Art Consultant:

New Creative Print-Making, Green
Relief Print-Making, Brommer

Review for Guest Speaker: "Communicating With Talent", "Resource Talent" and "Questions for Group Conferences" from appendix of this book.

MATERIALS 1

Film:
"Prints" - MP 5387 IMC

Resource Person:
Art Consultant

Resource Books:
New Creative Print-Making, Green
Relief Print-Making, Brommer

6.10 PRINTER

GRADE 6

ACTIVITY 2 Suggested Subject Area: Art

Printing Experiences: Do one or more. Provied materials, directions, demonstrations.

Clay printing -
Flatten modeling clay into shape, cut designs or add to clay. Ink and print - gentle pressure is all that is needed. Use repeats to make design.

Potato Printing -
Cut potato in half, incise design on flat surface, print, creating a design.

Styrofoam Printing -
Same as potato printing. Interesting textures result.

String Prints -
Make line drawing, glue string securely to lines, ink string and print several times.

Cardboard Prints -
Cutouts of light cardboard are glued to heavy cardboard to make a block. Ink block, print.

MATERIALS 2

clay
water soluble printing ink
brayers
formica inking
plates or cookie sheets
white paper
newspapers
newsprint
potatoes
nail files
styrofoam packing material
or meat trays
string
cardboard
glue

ACTIVITY 3 Suggested Subject Area: Social Studies

Demonstrate to students how ditto machine and mimeograph works. Cut stencil, run several copies. Relate to print-making.

Discuss briefly the history of printing. Ask, "How has printing changed our lives?"

Show book How Printing Helps Us for those interested in finding out about modern printing methods.

MATERIALS 3

Stencils for ditto and mimeograph

Book:
How Printing Helps Us
--Benefic Press

6.10 PRINTER GRADE 6

ACTIVITY 4 Suggested Subject Area: Social Studies

Go through the article "Newspaper Plant" on page 55 of Yellow Pages of Learning Resources. There are many good suggestions and much information that can be used. Refer to pages 85 - 87 of the book, "How to Use This Book". Use as many of the activities as you feel will add to the students' understanding.

MATERIALS 4

Book:
Yellow Pages of Learning Resources
--MIT Press
(School Library)

ACTIVITY 5 Suggested Subject Area: Math

The "Occupations" card suggests some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 5

SRA Math Cards
Occupations #44, #29

6.10 PRINTER

GRADE 6

ACTIVITY 6 Suggested Subject Area: Art Show and discuss film "The Alphabet in Art"	MATERIALS 6 Film: "The Alphabet in Art" --MP 5303 IMC
ACTIVITY 7 Suggested Subject Area: Social Studies, Language Arts Take a field trip to a local print shop and to the newspaper. List with the students beforehand what to look for in both locations. Discuss the field trip upon return to school. Review for Field Trip: "How to Get the Most from a Learning Experience Outside the Classroom" "How to Prepare for a Field Trip" "How Do You Use Your Experience When You Return to the Classroom?" from appendix of this book.	MATERIALS 7 Field trip to local print shop or newspaper
ACTIVITY Optional Suggested Subject Area: Language Arts, Social Studies, Math Plan and assign responsibilities for publishing a school newspaper monthly as an on-going school project.	MATERIALS Optional

6.11 DEVELOPER
CITY/COUNTY PLANNER

GRADE 6

CONCEPTS

City/County Planning is necessary to insure orderly development and wise use of natural resources.

Cities have many problems which require carefully planned solutions.

There are often conflicting positions on issues involving development and city planning.

Cities can be planned so they are enjoyable places to live.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. The student will be able to describe five problems cities currently face and why the solutions are not simple.

   (a) Description: Students make a collage or write a poem.
   Teacher Directions: Refer to "Input" activity #2.

   (b) Description: Writing exercise.
   Teacher Directions: Refer to "Input" activity #5.

   (c) Description: Class meeting.
   Teacher Directions: Have the students discuss five problems cities currently face and explain why the solutions are not simple.

2. The students will be able to plan a model community as a pleasant environment for the people who live there.

   Description: Students design a community.
   Teacher Directions: Refer to "Output" activity #2.

3. The student will be able to investigate and take a position on an issue of concern in his local community and present the results of his inquiry to the class for discussion.

   Description: Oral report.
   Teacher Directions: Refer to "Output" activity #3.

6.11 DEVELOPER
CITY/COUNTY PLANNER

GRADE 6

RESOURCE PEOPLE

City Council members
County Commissioners
Zoning Board
Developers
Bill Onweiler
AAUW Committee members
League of Women Voters
Chamber of Commerce
Representatives of
local conservation
groups.

FIELD TRIPS

FILMS

"The House of Man"
"A Land Betrayed"
"Cry of a Marsh"
(All from Idaho Fish and Game Department)

FILMSTRIPS

*"Cities are People" - Towns and Cities, Field (Record)
*"City Problems are People Problems", Field (Record)
*"People Solve City Problems", Field (Record)
*"Quiet, Please!" "Going Places" "People, People, Everywhere" (Record) Towns and Cities (Field)

(All CA Center)

BOOKS

Yellow Pages of Learning Resources, MIT Press
(School Library)

SUPPLIES

Packet of Activities (one per student)
Magazines, newspaper articles for individual research

Magazines with pictures of planned communities
(Better Homes and Gardens, Sunset, etc.)

*"Make a World" game

Any available library books about cities and their problems.

Crossword Puzzles:
- * "City Buildings"
- * "City Recreation"
- * "Workers in a City"

*SRA Math Cards
Occupations #18

*CA Center Furnishes

6.11 Developer
City/County Planner

6.11 DEVELOPER
CITY/COUNTY PLANNER

GRADE 6

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   Description: Oral report.
   Teacher Directions: Refer to "Output" activity #3.

RESOURCE PEOPLE

- City Council members
- County Commissioners
- Zoning Board
- Developers
- Bill Onweiler
- AAUW Committee members
- League of Women Voters
- Chamber of Commerce
- Representatives of local conservation groups.

FIELD TRIPS

FILMS

"The House of Man"
"A Land Betrayed"
"Cry of a Marsh"
(All from Idaho Fish and Game Department)

FILMSTRIPS

*"Cities are People" - Towns and Cities, Field (Record)
*"City Problems are People Problems", Field (Record)
*"People Solve City Problems", Field (Record)
*"Quiet, Please!" "Going Places" "People, People, Everywhere" (Record) Towns and Cities (Field).

(All CA Center)

BOOKS

Yellow Pages of Learning Resources, MIT Press
(School Library)

SUPPLIES

Packet of Activities (one per student)
Magazines, newspaper articles for individual research

Magazines with pictures of planned communities
(Better Homes and Gardens, Sunset, etc.)

*"Make a World" game

Any available library books about cities and their problems.

Crossword Puzzles:
- * "City Buildings"
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- * "Workers in a City"

*SRA Math Cards
Occupations #18

*CA Center Furnishes

6.11 DEVELOPER
CITY/COUNTY PLANNER

GRADE 6

ACTIVITY Introductory   Suggested Subject Area: Social Studies

Films to show the entire class as available:
"The House of Man"
"A Land Betrayed"
"Cry of a Marsh"
(All from Idaho Fish and Game Department

Each film's message should be analyzed in a group discussion.

Resource people to provide additional input:

City Council members
County Commissioners
Zoning Board
Developer
Bill Onweiler - Green Belt
A.A.U.W. Committee members
League of Women Voters
Representatives of local conservation groups

Use the crossword puzzles found in the box of supplies. Run off copies so each student will have one for his use. It is suggested the teacher go over the terms so they are well understood by the class.

The "Occupations" card suggests some excellent activities you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS Introductory

Films:
"The House of Man"
"A Land Betrayed"
"Cry of a Marsh"
(Idaho Fish and Game Department)

Possible Resource Speakers:
City Council Members
County Commissioners
Zoning Board
Developer
Bill Onweiler - Green Belt
A.A.U.W. Committee Members
League of Women Voters
Representatives of local conservatio
groups

Crossword Puzzles:
"City Buildings"
"City Recreation"
"Workers in a City"

SRA Math Cards
Occupations #18

6.11 Developer
City/County Planner, Introduction

6..11 DEVELOPER
CITY/COUNTY PLANNER

GRADE 6

ACTIVITY Introductory

To the teacher:

This unit will be different from others in that it is constructed in two phases - an input or information gathering phase and an independent exploration or guided research phase.

In phase one, students will be viewing filmstrips and films, talking to people, reading books, magazines and newspapers to learn what the problems of cities are.

Phase two activities will include a simulation game "Make a World", identification and analysis of a problem currently facing Boise and/or Ada County and planning a community.

Students should be encouraged to work together and discuss with other students what they are doing. Class and/or small group discussions should be held several times during the unit to stimulate thinking and promote sharing of ideas.

About an hour a day should be planned for activities relating to this unit. When a film is shown or a speaker is present, have the class meet for part of the hour.

This unit should take approximately 2½ weeks, but could take longer if students get very involved in the output phase.

6.11 Developer Introductory
City/County Planner

ACTIVITY Introductory

To the Student:

This unit will be somewhat different from others you have experienced because most of the activities will be done independently or with one or two other people.

This unit has two phases - Input or data-gathering, and Output or independent exploration. In phase one you will be trying to gather as much information as you can about cities and their problems. In phase two you will be looking at problems in Boise and Ada County, making decisions about resources use and planning a community. Remember this is your community and what happens to it affects YOU!

Input Get involved, Be informed, Take a stand!

Five stations will be set up in the room. The content of each station will be listed and given to you for future reference. Use the materials freely, go back to a station several times if you need more information. You will need to complete at least 3 of the 5 input station activities. These activities do not need to be done in any particular order.

Films will be viewed by everyone, and the simulation game will involve everyone at the same time.

6.11 DEVELOPER
CITY/COUNTY PLANNER
GRADE 6

Input Activity #1

View filmstrip "Cities Are People". In the space below, write a thoughtful explanation of what the teen-age boy meant when he said, "People build cities with their hands, their minds and their dreams."

Input Activity #2

View filmstrip "City Problems are People Problems". Use magazine pictures to make a collage showing city problems, or write a poem about cities and their problems.

Input Activity #3

View filmstrip "People Solve City Problems". Make a list of at least five advantages and five disadvantages of living in a city.

Would you like to live in a city? Why or why not?

Advantages	Disadvantages

Input Activity #4

Look at the three shortstrips: "Quiet, Please!', "Going Places", and "People, People, Everywhere".

Make a list of ten pleasant and ten unpleasant city sounds.

List seven transportation means and number them in order of their pollution rates.

Input Activity # 5

Choose any of the books, magazines, or newspapers at Station #5. (These should include a variety of articles, books, newspaper articles.) Read "City Planning", page 24 of Yellow Pages of Learning Resources.

Write a summary of your own about any two articles dealing with city problems.

Can you list some of the causes of city problems?

Congratulations! Now that you have completed the input or data-gathering phase, you are ready to use it to deal with some real problems. It's your world -- make it a good place to live!

6.11 DEVELOPER
CITY/COUNTY PLANNER

GRADE 6

Output Activity #1

Play the game "Make a World". This will be done as a total class activity. Use what you learned in the input phase to help you make wise decisions.

Output Activity #2

Design a community that includes the following elements:

places for people to live
stores and shops
parks
schools
churches
airport
factories
city offices
library

Try to learn from the mistakes of the past and make your community a pleasant place to live.

Make a map of your community and as an optional activity make pictures or a model of your community.

Note: You may work with a partner on this activity if two heads are better than one.

Output Activity #3

Select a planning and development problem presently facing Boise and/or Ada County. Find out all you can about the problem and decide what your position would be on the issue.

Some sources of information:

People - interview as many people as you can who know something about the issue. Find out what reasons people have for taking one position or another.

Newspapers - you may need to read old papers at the library of State Archives Building. Keep up on current news.

Letters - write letters for information.

Maps of the City

Personal Field Trips - to "see for yourself"

After you have gathered your information, prepare an oral report which includes the following:

1. What is the problem or issue?
2. What are the opposing value positions on this issue?
3. What is your position? Why do you feel as you do?

You may want to make charts, graphs, maps and/or pictures to help explain the problem.

Some suggestions for areas to investigate. If you have a better idea, use it!

The greenbelt
What to do about the Curtis extension
Should the Old Soldiers' Home be saved as a park?
Bicycle paths
How should the foothills be developed?
In which direction should Boise expand?
If Garfield School is to be phased out, where would be good locations for two elementary schools to replace Garfield?
What is Urban Renewal doing to and for downtown Boise?
Where should another large park be located?

6.12 COMMERCIAL ARTIST

GRADE 6

CONCEPTS

Commercial artists attempt to convey messages to an audience.

Some of these messages involve printed words only. Others use pictures or drawings in addition to a printed message.

The commercial artist's most important qualification is artistic ability.

Fundamentals in commercial art include: design, color, harmony, perspective, and composition.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. The student will contrast, in a composition, the advantages and disadvantages of being a commercial artist with the advantages and disadvantages of being some other worker (i.e. housewife, teacher, taxi driver, doctor, etc.).

   Description: Writing exercise.
   Teacher Directions: Have each student contrast, in a composition, the advantages and disadvantages of being a commercial artist with the advantages and disadvantages of being some other worker (i.e. housewife, teacher, taxi driver, doctor, etc.).

2. The student will design and construct a travel poster.

   Description: Students design and construct a travel poster.
   Teacher Directions: Refer to activity #7.

6.12 COMMERCIAL ARTIST

GRADE 6

RESOURCE PEOPLE

Graphic Artist
Art Consultant (Boise Schools)

FIELD TRIPS

Image National, Inc.
Idaho Neon Division

FILMS

FILMSTRIPS

(All IMC)

Elements of Art:
"Color" 19, 2401
"Shape" 20
"Using Color" 754

Art Language
"Line Construction" 1234
"Movement" 1238
"Space" 1227

BOOKS

SUPPLIES

Newsprint
Crayons
Felt tip pens
Tempera paint
India Ink
Brushes:
  round pointed water color
  short hair chisels
Pens with round and oval points both wide and narrow
old magazines
newspapers
scissors
poster board
butcher paper
white drawing paper

*SRA Math Cards
  Occupations #3, #41
  (CA Center)

*CA Center Furnishes

ACTIVITY 1

Suggested Subject Area: Art, Oral Language

Begin with a discussion of how creative lettering can add meaning to a word. What visual clues are picked up from the size, color or placement of word?

Design a word, or several words using line and color to make the word look like its meaning. Cold, asleep, clumsy, fast, etc.

MATERIALS 1

Newsprint
Crayons or felt tip pens

ACTIVITY 2

Suggested Subject Area: Art

Allow ample time for all children to freely explore the materials listed at the right. As the children move out of free exploration encourage them to experiment with cursive and manuscript letters.

Use the last few minutes to discuss the variety of effects and how they were obtained.

MATERIALS 2

Tempera paint
India Ink

Brushes:
  round pointed water color
  short-hair chisels
Pens with round and oval points
  both wide and narrow
Felt tip markers

6.12 COMMERCIAL ARTIST

GRADE 6

ACTIVITY 3

Suggested Subject Area: Art, Language

Have the children find and clip out magazine or newspaper ads that show the following:

variety and shape, size of lettering
photographs
drawings, cartoons
color contrast
variety in lay-out design

Pin the ads up and have the children classify them, selecting their own classifications. Discuss what specific elements were used to establish the classifications.

Put an ad together from many, keeping in mind the following elements: (1) balance (2) interest (3) color from magazines (4) catchy- 3-5 seconds.

Invite a graphic artist from the school district to help with this activity.

MATERIALS 3

Old magazines and newspapers
Scissors

Resource Person:
Graphic Artist

ACTIVITY 4

Suggested Subject Area: Art

Invite Charlene Frost to go through the steps of poster design and construction with the children.

Establish criteria for effective posters. These criteria can be used as the children construct their own posters.

MATERIALS 4

Resource Person:
Art Consultant, Boise Schools
(Charlene Frost)

ACTIVITY 5 Suggested Subject Area: Social Studies, Art

Have each child select an area from Social Studies (country, event, customs, costumes, etc.) that he wishes to show in a travel poster. Encourage the children to work out all details in small pencil sketches first. Then sketch lightly in pencil on the poster board.

Tempera and brushes are usually used for large areas of color. India Ink and felt tip pens for lettering.

Have filmstrips and projectors available as resource for students in the art center. Perhaps three or four children could view a strip at one time. Each child should view at least three of these filmstrips before beginning the final rendering of his poster. You may wish to have the children make notes of one or two things in each of strips they view.

This activity may take more than one day.

MATERIALS 5

Tempera paint
Round or flat chisel brushes
India Ink
Pens and variety of tips
Felt tip markers
Poster board or white butcher paper

Filmstrips: (IMC)
Elements of Art:
"Color", 19, 2401
"Shape", 20
"Using Color", 754
Art Language:
"Line Construction", 1234
"Movement", 1238
"Space", 1227

ACTIVITY 6 Suggested Subject Area: Art, Creative Writing

Discuss the many different types of greeting cards on the market. Sample of old cards would be interesting.

Have each child select the type of card he wishes to construct and write an appropriate verse or message. As with travel posters it is important to make small pencil sketches first, including verses and messages.

Note: Small boxes of note paper, thank you notes, gift cards, etc. could be designed for gifts or for a money making project.

MATERIALS 6

Tempera paint
Chisel brushes
Water color brushes
Pens with oval and round tips
Felt tip pens
white drawing paper

6.12 COMMERCIAL ARTIST

GRADE 6

ACTIVITY 7 Suggested Subject Area: Creative Writing

Have each child write a description of something (product, idea, candidate) that he wishes to "sell" to a partner.

MATERIALS 7

Paper and pencils

ACTIVITY 8 Suggested Subject Area: Art

Plan a field trip to Image National, Inc., Idaho Neon Division. This tour offers students an excellent chance to see several aspects of commercial art - designers, glass workers, etc. Allow about 50 minutes for tour of plant.

Review for Field Trip:
"How to Get the Most From a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"
from appendix of this book.

MATERIALS 8

Field trip to Image National, Inc.

ACTIVITY 9 Suggested Subject Area: Art

Each child is now ready to design an ad to "sell" the item he described in Activity 7 to his partner. This is not a classified ad. A pencil sketch is first submitted to the "customer" for his correction and acceptance. Final rendering is in India Ink and is done with pens and brushes.

If working with newspapers, get prices for ads for one half page, one fourth page, and column inches. Children can quote prices and lay out ads to size.

MATERIALS 9

India Ink
Pens and tips
Drawing paper

Speedball pens with B & C points
Holders for speedball pens

6.12 COMMERCIAL ARTIST

GRADE 6

ACTIVITY 10

Suggested Subject Area: Math

The "Occupations" card suggests some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 10

SRA Math Cards
Occupations #3, #41

CONCEPTS

The environmental protection agency is involved in research on environment and implementation of legislation controlling pollution.

Environmental pollution has reached a critical stage and man must control and resolve the threats to the environment if he is to survive.

There is much the individual can do to improve the environment.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. The student will be able to identify at least five local environmental problems.

   Description: Class meeting
   Teacher Directions: Refer to Activity #2

2. The student will be able to describe ways he can avoid adding to the pollution problems.

   a. Description: Small group discussion.
   Teacher Directions: Refer to Activity #4.

   b. Description: Language Arts exercise.
   Teacher Directions: Have each student describe ways he can avoid adding to the pollution problems through one of the following modes of communication: writing a paragraph, making a list, or making an oral presentation to the class.

3. The student will show his concern for the environment by avoiding littering and by following other environmental action suggestions.

   Description: Students make collage or mobile.
   Teacher Directions: Refer to Activity #5.

6.13 ENVIRONMENTAL CONTROL AGENT

GRADE 6

RESOURCE PEOPLE

Persons who have lived in more seriously polluted areas or representatives from Idaho Environmental Protection Agency

FIELD TRIPS

FILMS (Optional)

"The Gifts" - (Idaho Fish and Game)
"So Little Time" - (Standard Oil)
"To Clear the Air" - (Western Oil and Gas)

FILMSTRIPS

*"The Polluted Planet" - Surviving the Ecology Crisis, SVE
*"Overpopulation", SVE
*"The Power Drain", SVE

BOOKS

*Career Comic Books: "Popeye the Sailor and Environmental Careers" (Set of 30)

SUPPLIES

Teacher-made tape of noises
(See Activity 1)

*CA Center Furnishes

6.13 ENVIRONMENTAL CONTROL AGENT

GRADE 6

ACTIVITY 1

Suggested Subject Area: Social Studies

Section off about one fourth of the classroom...tell the students they must find a place to sit and work in this limited area. As soon as students are settled start the tape (made previously). Begin with quiet interlude, then become increasingly loud and intense. (Include on the tape cars, trucks, voices, industrial sounds, loud music, etc.) After tape is finished, wait several minutes for student reaction, then discuss their feelings about noise and overcrowding.

Do several experiments on effects of noise. Have person get up to tell about his feelings about the noise pollution, then play the loud part of the tape. Discuss his reaction with the class.

Give students a concentration test. See how many numbers they can remember and write down in proper sequence when room is quiet. Then add tape and try concentration exercise again. Discuss results.

List contributors to noise pollution. Ask students to watch for examples of noise pollution to report to class tomorrow.

Discuss conflicts created by crowding, effects of overcrowding on humans.

Make the "Popeye" comic books available to students for free time use.

MATERIALS 1

Teacher-made tape of noise
Tape recorder

Comics: Popeye the Sailor and Environmental Careers - King

ACTIVITY 2 Suggested Subject Area: Social Studies, Science

Discussion: What are Idaho's environmental problems?
What are Boise's problems?
What are the environmental problems at our school?
In this classroom?
How can we improve the environment?

Ask students to look for and bring to class to share, articles about environmental problems. Ask them to begin thinking about what project they can do as an individual or as a small group to improve the environment. Report to class in two weeks on their project.

Show the filmstrip "The Polluted Planet". Discuss what would happen if all cars were banned. Help students see need for planned solutions to environmental problems, need for gradual changes in our life style.

MATERIALS 2

Filmstrip:
"The Polluted Planet", Surviving the Ecology Crisis, SVE

ACTIVITY 3 Suggested Subject Area: Science, Social Studies

Have students plan research projects on noise, air and solid waste pollution in immediate area of the school.

Examples:
1. Tally the number of cars at the intersection, note the number with excessive exhaust fumes.
2. Record the noise level. Classify noisemakers as necessary or unnecessary.
3. Survey the school playground for solid wastes.
4. Plan and administer a questionnaire to find out how aware adults are of the environmental problems.
5. Plan and prepare a slide presentation of local environmental problems.
6. Plan ways to improve local classroom environment.

MATERIALS 3

6.13 ENVIRONMENTAL CONTROL AGENT GRADE 6

ACTIVITY 4 Suggested Subject Area: Social Studies, Science

Discuss problems of air and water pollution. Also other pollution problems.

Have students get together in small groups and "brainstorm" for as many ideas as they can think of for individuals to have some effect on their environment. Have reporters record and share ideas with whole class.

Make a master list and duplicate for each student. (You may want to distribute these throughout the whole school and/or neighborhood.)

Ask students to bring discarded materials from home -- things that would otherwise be thrown away.

MATERIALS 4

ACTIVITY 5 Suggested Subject Area: Art

Put all scrap material students and teacher brought to school in common box. Discuss what could be done with these materials.

Suggest students make a collage or mobile to change these discards into something pleasing to the eye.

Class may want to make large collages, either as a total class or in small groups.

MATERIALS 5

tagboard
string
hooks for mobiles
scissors
glue

6.13 ENVIRONMENTAL CONTROL AGENT

GRADE 6

ACTIVITY 6 Suggested Subject Area: Social Studies, Science

Invite a speaker - or a panel of speakers - who have lived in parts of the country where pollution problems are worse than they are here to describe the area and effects on people and wildlife.

Or invite a speaker from the Idaho Environmental Control Agency to come and discuss the work of the agency.

MATERIALS 6

Resource speaker:
Speaker or panel of speakers who have lived in more seriously polluted part of country
or
Speaker from Idaho Environmental Control Agency

ACTIVITY 7 Suggested Subject Area: Science

Show one or more of the following films: (All must be ordered about one month in advance.)

"The Gifts" - Idaho Fish and Game
"So Little Time" - Standard Oil
"To Clear the Air" - Western Oil and Gas Associates

Discuss "message" of films in environmental terms.

MATERIALS 7

Films:
"The Gifts" - Idaho Fish and Game
"So Little Time" - Standard Oil
"To Clear the Air" - Western Oil and Gas Associates
(Order one month in advance)

6.13 ENVIRONMENTAL CONTROL AGENT

GRADE 6

ACTIVITY 8 Suggested Subject Area: Language Arts

Write "Polluted Mother Goose Rhymes" or "Polluted Limericks".

Example:

Mary had a little lamb
It's fleece was white as snow,
'Till the factories came to stay
Now black air turns fleece gray.

MATERIALS 8

ACTIVITY 9 Suggested Subject Area: Social Science

In groups of three, students list ways they personally can help clean up the environment now. Go over the lists with the entire class.

They might also discuss laws they would like to see enacted protecting our environment and the implications as a result of these laws on man and his life style.

MATERIALS 9

CONCEPTS

Sanitation is the science of controlling man's surroundings to promote health and welfare.

Sanitation includes purifying water, removing wastes, and inspecting foods.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. The student will be able to describe the work of people in the field of sanitation and discuss their importance to people living in a city.

Description: Class meeting followed by a writing exercise.
Teacher Directions: Refer to activity #1.

2. The student will be able to explain how solid and liquid wastes are disposed of in Ada County.

Description: Field trip to a sewage treatment facility followed by a class meeting.
Teacher Directions: During visit at the sewage treatment facility (activity #6), instruct the students to find out how solid and liquid wastes are disposed of in Ada County. Following the field trip, organize a class meeting and have the students explain what they learned on how solid and liquid wastes are disposed of in Ada County.

6.14 SANITATION WORKERS

GRADE 6

RESOURCE PEOPLE

FIELD TRIPS

To a sewage treatment
facility

FILMS

"Clean Town, U.S.A.", MP 5404 IMC
"Community Keeps Healthy", MP 1036 IMC
"Community Keeps House", MP 1037 IMC

FILMSTRIPS

*"America's Urban Crisis - Solid Wastes", SVE
(CA Center)
*"A Trip to a Sewage Treatment Plant",
ERS Troll Associates
(CA Center)
*"Water Watchers"
*"Keeping People Healthy"
Towns and Cities Kit, Field
(CA Center)

BOOKS

Yellow Pages of Learning Resources, MIT Press
J (School Library)

SUPPLIES

Pictures of a city during a
sanitation workers' strike

Brown paper bags - one per student
1984 Newspaper Poster (in packet)

*SRA Math Cards
Occupations #17

*CA Center Furnishes

[illegible] SANITATION WORKER

GRADE 6

ACTIVITY 1 [illegible] Health, [illegible] Social Studies, Language Arts

Discuss: What is sanitation? What do sanitation workers do?

Show one of the films: "Clean Town, U.S.A.," "Community Keeps Healthy" or "Community Keeps House".

Discuss contributions to public health of sanitation departments.

Ask students to write a news article or picture story about the problems a city might have if all sanitation workers walked off their jobs.

If students are familiar with news article writing, have them write a story from the starter sentence "It has been a week now that the sanitation workers have been off their jobs . . . ."

Ask students to keep a record at home to find out how many cans of garbage their family collects in a week.

MATERIALS 1

Film:
"Clean Town, U.S.A." MP 5404 IMC
"Community Keeps Healthy"
MP 1036 IMC
"Community Keeps House"
MP 1037 IMC

Picture of large city during a sanitation workers strike

6:14 SANITATION WORKERS

GRADE 6

ACTIVITY 2 Suggested Subject Area: Math, Social Studies

From individual students' figures, compute the total amount of garbage per week and per year from families represented. Find the average number of cans. Figure 30 pounds per can.

How many pounds per week for one family? For all families?
How many pounds per year for one family? For all families?
How many tons?

Figuring an average of four people per family, how many pounds of garbage for the city of Boise for a week? For a year? How many tons of garbage for the city of Boise for a week? For a year?
(National per capita average is 3½ pounds of garbage per day.)
Students may need to be reminded of the following:
52 weeks = 1 year; 2,000 lbs. = 1 ton; population of Boise

Show filmstrip "America's Urban Crisis - Solid Wastes"

MATERIALS 2

Filmstrip:
"America's Urban Crisis - Solid Wastes" , SVE
(CA Center)

ACTIVITY 3 Suggested Subject Area: Social Studies, Science

Have students bring to school 3½ pounds of DRY rubbish. Put it in a large pile. Discuss the following questions:

1. What problems does this create?
2. How does solid waste affect the environment?
3. How does trash in the room make you feel?
4. What can be done to solve this problem?

Discuss recycling, limited consumption and waste, planned obsolescence.

MATERIALS 3

6.14 Sanitation Worker, Act. 2, 3

6.14 SANITATION WORKERS

GRADE 6

ACTIVITY 4 Suggested Subject Area: Social Studies

Go through the article "Garbage Man" on page 36 of Yellow Pages of Learning Resources. There are many good suggestions and much information that can be used. Refer to pages 85 - 87 of the book, "How to Use This Book". Use as many of the suggestions as you feel will add to the students' understanding.

MATERIALS 4

Book:
Yellow Pages of Learning Resources
--MIT Press
(School Library)

ACTIVITY 5 Suggested Subject Area: Math

The "Occupations" card suggest some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 5

SRA Math Cards
Occupations #17

ACTIVITY 6 Suggested Subject Area: Social Studies

Divide class into two groups: (1) playground collectors and (2) neighborhood block collectors. Give each student a large paper bag and have them go about the assigned area picking up trash.

Afterwards compare both piles as to (a) content; (b) predicted impact of various objects on the environment; (c) emotions attached to this activity. How did you feel about picking up after others? What can you do to make the litter problem less?

MATERIALS 6

Brown paper bags - one per student

ACTIVITY 7 Suggested Subject Area: Social Studies, Science

Discuss uses of water, water sources for Boise Area. (Ads from Boise Water Corporation would be good for discussion.)

Discuss 1984 Newspaper Poster.

Discuss amounts of water used. See booklet "Conserving Our Waters and Cleaning Our Air". (Page 12 in Student Manual, page 19 in Teacher's Manual)

Optional: Do dissolved oxygen content test. (ph test) Page 16 in Teacher's Manual.

MATERIALS 7

1984 Newspaper Poster
(CA Center)

Booklet:
"Conserving Our Waters and Cleaning Our Air"
--American Petroleum Institute
(both Student and Teacher's manuals are in packet)

6.14 Sanitation Worker, Act. 6,

GRADE 6

ACTIVITY 8 Suggested Subject Area: Science

Show filmstrip "A Trip to a Sewage Treatment Plant". Discuss primary, secondary, tertiary plant.

Have students make a sketch of how a treatment plant works or write letters to protest existence of towns which dump raw sewage into rivers. (This works well as a small group activity)

MATERIALS 8

Filmstrip:
"A Trip to a Sewage Treatment Plant"
--ERS Troll Associates
(CA Center)

ACTIVITY 9 Suggested Subject Area: Social Studies, Science

Visit a sewage treatment facility. Before going list some questions to find answers for. Also, Mr. Hester, tour supervisor, donates handouts entitled "Boise Water Pollution Control Works". He makes available 20 copies for a classroom. Perhaps one could have the students read this handout prior to the tour. (Make a vocabulary list, as reading is technical throughout.) Also discuss odor associated with the trip before and after.

Review for field trip:
"How to Get the Most from a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom?"
from appendix of this book.

As follow-up for field trip show the filmstrips "Water Watchers" and "Keeping People Healthy"

MATERIALS 9

Field trip to sewage treatment facility

Filmstrips:
"Water Watchers"
"Keeping People Healthy"
--Towns and Cities Kit, Field
(CA Center)

CONCERTS

Government is the process within a group for making and enforcing decisions that affect human behavior.

In the United States most public officials are chosen by the people in secret elections.

There are several levels of government; including city, county, state, and federal; and each level has elected officials.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to name the following elected officials and tell what they do and how they are chosen: mayor, county commissioner, governor, state legislator, congressman, president of United States.

   (a) Description: Students complete a chart.
   Teacher Directions: Refer to activities #2 and/or #3.

   (b) Description: Class meeting.
   Teacher Directions: Refer to activity #4.

   (c) Description: Students set up a government within the classroom.
   Teacher Directions: Refer to "Optional" activity.

2. Students will write essays on the responsibilities of a citizen in a democracy, expressing their own ideas

   Description: Writing exercise.
   Teacher Directions: Have each student write an essay on the responsibilities of a citizen in a democracy, expressing his own ideas.

RESOURCE PEOPLE

Elected Official

FIELD TRIPS

To State Legislature
or
City Council

FILMS

"We the People - Story of Our Federal Government"
--MP 5143 IMC

FILMSTRIPS

- * "What Is a Mayor?"
- * "What Is a President?"
- * "What Is a Congressman?"
- * "What Is a Governor?"

--EBS Troll Associates (CA Center)

BOOKS

* Career Comic Books: "Popeye the Sailor and Public Service Careers"
(CA Center)

As many library books as are available on Government.

Yellow Pages of Learning Resources, MIT Press
(School Library)

SUPPLIES

Teacher made charts for students to complete (2 per student)

Classroom Pictures - Our Government
Road to the Presidency Teaching Tapes
(School Library)

Teacher made transparency of government structures showing people as ultimate power source

*SRA Math Cards
Occupations #31, #22

*CA Center Furnishes

6.15 ELECTED GOVERNMENT OFFICIAL

GRADE 6

ACTIVITY 1 Suggested Subject Area: Social Studies

Ask students to imagine they are stranded on a tropical island with a group of 500 people. How will decisions that affect all the people be made?

Have students divide into small groups (5 - 8) and decide on a proposed governmental system to present to the others for their approval. Each plan should include the following:

1. rules
2. leaders
3. rights and responsibilities of individuals

Present plans, discuss, vote on best plan.

If time, alter the situation by adding a group who settled another part of the island. How can two groups work together? Or introduce a new group onto the island, same number as the first group. What will their roles be?

Have children roleplay decision-making process using plan they chose for island's government.

Ask students to bring newspaper clippings for a display of "Our Government in Action".

Place comic books out for students to read at their leisure while this unit is in progress.

MATERIALS 1

Career Comic Books:
"Popeye the Sailor and Public
Service Careers"

6.15 ELECTED GOVERNMENT OFFICIAL

GRADE 6

ACTIVITY 2

Suggested Subject Area: Social Studies

Ask students to complete chart such as the one below for local, state and federal governments. (This can serve as a pretest for comparison at the end of the unit.)

	LOCAL	STATE	FEDERAL
Executive Officer			
Duties			
How Chosen			
Term of Office			
Lawmaking Groups			
How Members are Chosen			
Duties			

MATERIALS 2

Copy of chart for each student.

ACTIVITY 1

Suggested Subject Area: Social Studies

Ask students to imagine they are stranded on a tropical island with a group of 500 people. How will decisions that affect all the people be made?

Have students divide into small groups (5 - 8) and decide on a proposed governmental system to present to the others for their approval. Each plan should include the following:

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Place comic books out for students to read at their leisure while this unit is in progress.

MATERIALS 1

Career Comic Books:
"Popeye the Sailor and Public Service Careers"

6.15 ELECTED GOVERNMENT OFFICIAL

GRADE 6

ACTIVITY 2

Suggested Subject Area: Social Studies

Ask students to complete chart such as the one below for local, state and federal governments. (This can serve as a pretest for comparison at the end of the unit.)

	LOCAL	STATE	FEDERAL
Executive Officer			
Duties			
How Chosen			
Term of Office			
Lawmaking Groups			
How Members are Chosen			
Duties			

MATERIALS 2

Copy of chart for each student.

ACTIVITY 3 Suggested Subject Area: Social Studies

Hand back original chart and a new one. Have students find out about information for each box on the chart.

Make the following resources available for research:
Filmstrips:
"What Is a Mayor?"
"What Is a President?"
"What Is a Congressman?"
"What Is a Governor?"

Books such as the following:
About the People that Run Your City - Newman
What Does a Congressman Do? - Gelfland
Encyclopedias

From School Library:
Our Government - Classroom Pictures
Road to the Presidency Teaching Tapes - Wollensak

Go through the article "City Hall" on page 20 of Yellow Pages of Learning Resources. There are many good suggestions and much information that can be used. Refer to pages 85 - 87 of the book, "How to Use This Book". Use as many of the suggestions as you feel will add to the students' understanding.

MATERIALS

Filmstrips:
"What Is a Mayor?"
"What Is a President?"
"What Is a Governor?"
"What Is a Congressman?"
--EMC Troll Associates
(CA Center)

Library books about government

Classroom Pictures -
Our Government

Road to the Presidency -
Teaching Tapes
--Wollensak
(School Library)

Yellow Pages of Learning Resources
--MIT Press (School Library)

6.15 ELECTED GOVERNMENT OFFICIAL

GRADE 6

ACTIVITY 4 Suggested Subject Area: Social Studies

Discuss government officials - how chosen, responsibilities, etc. Who are the government officials now?

Discuss how citizens influence elected officials. (Hotline, letter writing, pressure groups, recall, etc.)

Discuss how government affects individuals. Bring national issues down to individual level. How will your life be changed?

MATERIALS 4

Transparency of government structure showing people as ultimate power source.

ACTIVITY 5 Suggested Subject Area: Social Studies

Show and discuss the film "We the People - Story of Our Federal Government."

MATERIALS 5

Film:
"We the People - Story of Our Federal Government"
--MP 5143 IMC

6.15 ELECTED GOVERNMENT OFFICIAL

GRADE 6

ACTIVITY 6 Suggested Subject Area: Social Studies

Invite an elected government official to speak to the class about his/her role in government, how he/she was elected and why he/she decided to run for public office.
or
Take a field trip to the Idaho State Legislature if it is in session, or to a City Council Meeting, if possible.

Prepare for guest speaker or field trip from appendix of this book.

MATERIALS 6

Resource person:
Elected Official
or
Field Trip

ACTIVITY 7 Suggested Subject Area: Social Studies

This unit could effectively be tied in with a study of the election process during an election year.

As a culminating activity, have students set up a government within the room. Decide on officials, duties, how chosen, rights of individuals. Hold elections and give government officials real responsibility for governing the class.

MATERIALS 7

ACTIVITY 8 Suggested Subject Area: Math

The "Occupations" card suggests some excellent activities you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 8

SRA Math Cards
Occupations #31, 22

6.15 Government Official, Act. 6,7,8

CONCEPTS

Law enforcement is vital to every member of our society.

There are many varied career fields within the law enforcement field.

Specific training is required for each career area of law enforcement.

Law enforcement jobs are respected and rewarding occupations within our society.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

Upon completion of this unit each student will demonstrate his knowledge of the law enforcement field by preparing and presenting an oral report on a selected topic.

Description: Oral report.
Teacher Directions: Refer to activity #2.

6.16 LAW ENFORCEMENT

GRADE 6

RESOURCE PEOPLE

One or more:

Boise Police Department
(342-2617)
Ada County Sheriff
(342-4517)
State Police
(343-6435)
F.B.I.
(343-2514)
Law Enforcement Planning Commission
(384-2366 or 384-2364)
Detective Agencies
Bonded Police

FIELD TRIPS

Ada County Sheriff's Office and Tour of Courthouse

FILMS

FILMSTRIPS

* "Laboratory Technician" People Who Work in Science
--Guidance Associates
(CA Center)

BOOKS

Text: On Story Wings, Ginn

Reference books from library

SUPPLIES

* Fingerprinting Kit
* Magnifying glasses

Cassette Players and Cassettes
(about 10)

Crossword Puzzles:
*Policeman
*City Traffic

*SRA Math Cards
Occupations #21, #20

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Language Arts

Invite a resource person to come speak to the class on various forms of law enforcement - especially his job and how his law enforcement agency cooperates with others. Be sure to leave time for questions and answers.

Review for Guest Speaker: "Communication With Talent", "Resource Talent" and "Questions for Group Conferences" from appendix of this book.

MATERIALS 1

One or more Resource People:

Boise Police Department
Ada County Sheriff's Office
State Police
F.B.I.
Law Enforcement Planning Commission
Detective Agencies
Bonded Police

ACTIVITY 2 Suggested Subject Area: Social Studies, Language Arts

Students work in groups of 3 - 5 and prepare reports on some of the following:

- local law enforcement
- county law enforcement
- state law enforcement
- federal law enforcement
- history of law enforcement
- equipment used in law enforcement
- training required for law enforcement

Groups give their reports to the rest of the class when completed.

MATERIALS 2

Encyclopedias
Reference books from library

ACTIVITY 3 Suggested Subject Area: Reading, Language Arts

Students begin reading the story "King Arthur and His Knights" from On Story Wings. This shows implications to law enforcement in it. The reading will take several days.

Discuss:
- (1) chivalry
- (2) oath of conduct taken by knights
- (3) what is likely real or true, unreal or untrue
- (4) similarities and differences between knights and modern day policemen

Brainstorming: Divide class into groups of 5 - 8 and brainstorm the situation, "What would suddenly be changed if all laws were suddenly abandoned?" Groups report to class.

MATERIALS 3

Text: On Story Wings, Ginn

ACTIVITY 4 Suggested Subject Area: Social Studies, Art

Show and discuss the filmstrip, "Laboratory Technician - People Who Work in Science"

Use fingerprinting kits. (Be sure to learn how to use kit beforehand) Fingerprint all students and show how each is different. (Magnifying glasses might help with this)

Put them on the bulletin board.

Have students discuss other forms of identification used by law agencies.

MATERIALS 4

Filmstrip:
"Laboratory Technician - People Who Work in Science"
--Guidance Associates (CA Office)

Fingerprinting Kits
Magnifying Glasses (optional)

ACTIVITY 5 Suggested Subject Area: Language Arts

Students go in groups of three to various stores in the community to interview store owners or managers. They will be concerned with their problems of store security and precaution devices used. The interviews should be taped and played for the rest of the class.

Before students go out to interview, they might first develop the set of questions they wish to ask, role play them within their groups, and evaluate how they did.

MATERIALS 5

Cassettes and Cassette Players

ACTIVITY 6 Suggested Subject Area: Social Studies

Field trip to Ada County Sheriff's Office and tour of courthouse.

Review:
"How to Get the Most from a Learning Experience Outside the Classroom"
"How to Prepare for a Field Trip"
"How Do You Use Your Experience When You Return to the Classroom"
(From appendix of this book.)

MATERIALS 6

Field trip to Sheriff's Office

ACTIVITY 7 Suggested Subject Area: Language Arts

Role Playing: Have a list of about fifteen situations in a box. (Shop-lifting, hold up, etc.) A team of two students draw out a situation and act it out, one being the victim and the other the suspect.

Students in class suggest immediate steps and directions to the situation.

MATERIALS 7

Box with suggestions of situations

ACTIVITY 8 Suggested Subject Area: Spelling

Use the crossword puzzles found in the box of supplies. Run off copies so each student has one for his use. It is suggested that the teacher go over the terms so they are well understood by the class. The puzzles included in this unit are: "Policeman", "City Traffic".

MATERIALS 8

Crossword Puzzles:
  Policeman
  City Traffic

ACTIVITY 9 Suggested Subject Area: Math

The "Occupations" card suggests some excellent activities you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 9

SRA Math Cards
  Occupations #21, #20

6.16 LawEnforcement, Act. 8, 9

CONCEPTS

Laws are made to help people live together peaceably in a community.

Lawyers represent members of the public in a court of law, advise people on all legal matters, draw up contracts, wills and other legal papers.

A judge is an officer of the government who presides over a law court, deciding matters of law and in cases without a jury, questions of fact.

A court is a government agency with power to settle disputes between people and/or organizations.

Criminal laws are those rules which citizens must obey. The government may punish those who disobey criminal laws.

Civil laws include rules that regulate relationships among people.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to describe the work of a lawyer, including at least three kinds of services he would perform for clients.

   a. Description: Role-playing
   Teacher Directions: Refer to Activity #4.

   b. Description: Writing exercise
   Teacher Directions: Have each student describe, in writing, the work of a lawyer including at least three kinds of services he would perform for clients.

   c. Description: Class meeting
   Teacher Directions: Following the filmstrip "A Trip to a Court" (Activity #2), have the students describe the work of a lawyer including at least three kinds of services he would perform for clients.

(Continued on next page)

PERFORMANCE OBJECTIVES AND CRITERION TESTS (continued)

2. Students will be able to describe the role of a judge in court proceedings both with a jury and when there is no jury.

   a. Description: Class meeting
      Teacher Directions: Have the students describe the role of a judge in court proceedings both with a jury and when there is no jury.

   b. Description: Role-playing
      Teacher Directions: Refer to Activity #4.

3. Students will be able to describe the importance and meaning of the Bill of Rights to all citizens.

   Description: Students write a paragraph or prepare a speech on the importance of the Bill of Rights to all citizens.

   Teacher Directions: Refer to Activity #1.

6.17 LAWYER - JUDGE

GRADE 6

RESOURCE PEOPLE

Lawyer, judge, or juvenile officer to discuss young people and the law and Western Idaho Legal Aid.

FIELD TRIPS

To a court

FILMS

FILMSTRIPS

*"A Trip to a Court" --ERS - Troll

BOOKS

Any available books on laws and court proceedings.

SUPPLIES

Copies of the Bill of Rights for every student.

*CA Center Furnishes

GRADE 6

[illegible] Subject Area: Social Studies

[illegible] the United States Constitution's first ten [illegible] Read and discuss each amendment.

[illegible] each amendment and write a paragraph [illegible] the importance and meaning of the Bill of Rights [illegible] the role of the Bill of Rights in everyday life. [illegible] illustrate one of the amendments in practical [illegible]

MATERIALS 1

Copy of Bill of Rights for
each student

[illegible] Subject Area: Language Arts

[illegible] terms with students to help them [illegible]

[illegible] private citizens | summation
[illegible] | judge's charge
[illegible] | verdict
[illegible] double jeopardy | criminal law
[illegible] district attorney | misdemeanor
[illegible] | felony
[illegible] | bail
[illegible] | prosecutor

[illegible] to watch for and be ready to report on the [illegible] involved in the judicial process: judge, court [illegible] foreman, lawyers, witnesses, court [illegible]

[illegible] "A Trip to a Court". Have students report on their

MATERIALS 2

Filmstrip:
"A Trip to a Court"
--ERS - Troll (CA Center)

6.17 Lawyer, Judge, Act. 1, 2

ACTIVITY 3 Suggested subject area: Social Studies	MATERIALS 3
Field trip to a court - traffic court, small claims, or one of the other courts if possible. Have students watch how proceedings are handled. When they return, discuss the experience in relation to the filmstrip explanation. Review for filmstrip from appendix of this book.	Field trip to a court
ACTIVITY 4 Suggested Subject Area: Social Studies, Lang. Arts	MATERIALS 4
Discuss civil law and criminal law. Suggest some cases of each type. Divide class into groups of 6 - 8 students. Give each a court case, including as many details as seems necessary. Have them plan, assign roles for an enactment of a trial case. (Have at least one civil and one criminal case.) Invite students to look again at the filmstrip and/or any books available on courtroom proceedings. Some suggestions for situations: (Keep simple and as close to students' experience as possible.) 1. A boy or girl is accused of shoplifting. 2. A dispute over a bill that Mr. A. claims he has paid. 3. Traffic court 4. An alleged violation of dog leash law. Groups may select jury from other groups if desired. (Limit each trial to 15 minutes.)	Filmstrip: (for individual viewing) "A Trip to a Court" --ERS - Troll As many books as possible on court procedure.

6.17 LAWYER - JUDGE

GRADE 6

ACTIVITY 5 Suggested Subject Area: Social Studies

Present trials. Discuss how authentically they were conducted.

MATERIALS 5

ACTIVITY 6 Suggested Subject Area: Social Studies

Invite a lawyer, judge, or juvenile officer to discuss young people and the law, their protections and responsibilities under the law.

[illegible] Legal Aid. (What it is, how it operates, etc.)

[illegible] from appendix of this book.

MATERIALS 6

Resource Person:
Lawyer, Judge, or Juvenile Officer

6.17 Lawyer, Judge; Act. 5, 6

CONCEPTS

Social workers provide services to individuals, families, or groups to help them handle the complex problems and situations of modern life.

Communities are concerned about and try to help find solutions for the problems of all its members through public agencies and volunteer programs.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to describe the work of the social worker and compare that work with the work of the counselor and volunteer workers.

   (a) Description: Class meeting.
   Teacher Directions: Have the students describe the work of a social worker and compare that work with the work of the counselor and volunteer workers.

   (b) Description: Writing exercise.
   Teacher Directions: Have the students describe in writing the work of the social worker and compare that work with the work of the counselor and volunteer workers.

2. Students will exhibit more supportive listening behaviors in one-to-one situations.

   Description: Person-to-person listening.
   Teacher Directions: Refer to Activity 1a.

6.18 SOCIAL WORKER AND VOLUNTEER WORKERS

GRADE 6

RESOURCE PEOPLE

School Social Worker
School Counselor
Instructor and/or
Student in Social Work
at [illegible]

Social [illegible] Volunteer
Groups

FIELD TRIPS

FILMS

FILMSTRIPS

"People, Our Most Valuable Resource"
[illegible]

"People in Society - Surviving the Ecology Crisis"
—[illegible]

"Community Organizer - People Who Help Others"
—[illegible] Associates
"Persons Who Help Others"
—[illegible] Associates
(CA Center)

BOOKS

SRA Work Scope

Yellow Pages of Learning Resources, MIT Press
(School Library)

SUPPLIES

*CA Center Furnishes

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6.18 SOCIAL WORKER AND VOLUNTEER WORKERS

GRADE 6

ACTIVITY 1 — Suggested Subject Area: Social Studies

Show the filmstrips "People Who Help Others" and "Community Organizer" to the class. Invite discussion afterwards.

MATERIALS 1

Filmstrips:
"People Who Help Others"
"Community Organizer"
--G.A. (CA Center)

ACTIVITY 2 — Suggested Subject Area: Social Studies, Health

Invite a school social worker and the school counselor to talk with students about their work - how it is similar, how it is different. This could take the form of a class meeting.

MATERIALS 2

Resource People:
School Social Worker
School Counselor

ACTIVITY 3 — Suggested Subject Area: Social Studies

Invite an instructor from B.S.C. in social work, or social work student to talk about trainings and kinds of jobs social workers might do in agencies other than schools. A role-playing activity in relation to this would be good.

Go through the article "Social Worker" on page 67 of Yellow Pages of Learning Resources. There are many good suggestions and much information that can be used. Refer to pages 85 - 87 of the book, "How to Use This Book". Use as many of the suggestions as you feel will add to the students' understanding.

MATERIALS 3

Resource Person:
Instructor or Student in
Social Work from B.S.C.

Book:
Yellow Pages of Learning Resources
--MIT Press (School Library)

6.18 SOCIAL WORKER AND VOLUNTEER WORKER

GRADE 6

ACTIVITY 4 Suggested Subject Area: Language Arts

MATERIALS 4

Minute timer or
Teacher keep track of time

Discuss listening to people. Make a list of suggestions for good listeners.

Tell students about three roles, speaker, listener, observer. Speaker talks about assigned topic, listener tries to listen in a very supportive helpful way, observer watches listener.

Speaker talks for two minutes on subjects such as:
"The things I like about school are....."
"The things I dislike are....."
"What really bothers me is....."

Listener doesn't talk, only listens. When timer rings, observer evaluates listener's behavior, telling good and not-so-good things he did.

Then rotate roles. Discuss each round.

After each student has played all three roles, talk again about listening.
"How does it feel to have someone really listening?"
"Did the observer offer helpful suggestions?"
etc.

ACTIVITY 5 [illegible] LANGUAGE ARTS

Discuss volunteer work. [illegible] work without being paid? List [illegible] the class can think of, kinds of volunteers. [illegible] advantages [illegible] of work.

Invite a speaker [illegible] who works actively in volunteer [illegible], YMCA, Boy Club, ARS, etc. [illegible] help others as they do.

[illegible] that needs doing and [illegible] volunteer clearing house for suggestions [illegible].

After [illegible] a confidential letter [illegible] experience.

MATERIALS 5

Resource Person:
Speaker from Volunteer Agency

ACTIVITY 6 [illegible] SOCIAL STUDIES

[illegible] "Surviving the Ecology Crisis" [illegible]

[illegible]

MATERIALS 6

Filmstrips:
"People in Poverty - Surviving the Ecology Crisis", SVE
(CA Center)

"People, Our Most Valuable Resource"
(FS 959 IMC)

[illegible] are influenced by, their environment.

[illegible] between animal life and its immediate surroundings.

[illegible] their environments and man and his environment.

[illegible] destruction of nature.

[illegible] wildlife is important to man.

[illegible] of animals and their environments and man and

[illegible] small groups of four or five. Assign a recorder to each [illegible] between the relationships of animals to their [illegible] Instruct each recorder to write down his group's comparison [illegible] (Allow minutes for this activity.) Have each recorder [illegible] Compile all lists to make a class comparison [illegible] many similarities can be seen between animals and [illegible])

[illegible] endangered species.

[illegible] on "Endangered Species" (activity #2), have class [illegible] list of endangered species.

[illegible] of paper at least five endangered species.

6.19 ANIMAL ECOLOGIST

GRADE 6

RESOURCE PEOPLE

FIELD TRIPS

To the zoo.

FILMS

"Bear Country" --MP-9001 PEJS, IMC
"Beaver Valley" --MP-9002 PEJS, IMC
"Olympic Elk" --MP-9012 PEJS, IMC
" Seal Island" --MP-9016 PEJS, IMC
"The Deer and The Forest" --MP-5217
"Creatures of the Desert"--MP-1038
"Camouflage in Nature Through Pattern Matching" --MP-1208
"Fish in a Changing Environment" --MP-5221
"Foodgetting among Animals" --MP-5394
"Forest is Home to Wildlife" --MP-1346
"How Animals Live in Winter" --MP-1090
"Marsh Community" --MP-5229
"Patterns of the Wild" --United States Forest Service
"Realm of the Wild" --Idaho Fish and Game

Numerous other films from IMC; reservations need to be placed well in advance.

BOOKS

Fiction and non-fiction books about animals (as many as can be collected).

Pamphlets, magazines containing articles about animals.

*Ecology - Transparency Book

SUPPLIES

5 3" circles
5 3"x2" rectangles
5 2" arrows

(for each student)

*Kit: Introduction to Tracks and Tracking, Volume I
--NASCO

*CA Center Furnishes

6.19 ANIMAL ECOLOGIST

GRADE 6

ACTIVITY 1

Suggested Subject Area: Science

Show one or more of the following films (or numerous others listed on materials page.):

"Bear Country"
"Beaver Valley"
"Olympic Elk"
"Seal Island"
"Patterns of the Wild"
"Realm of the Wild"

Discuss the interrelatedness of plants and animals as shown in any of these films. Make diagrams to show how animals relate to each other.

To the Teacher: Go over the Ecology Transparency book and decide which areas you will use in this study. Use them as you feel they are appropriate for the unit.

MATERIALS 1

Films:
"Bear Country" MP 9001 IMC
"Beaver Valley" MP 9002 IMC
"Olympic Elk" MP 9012 IMC
"Seal Island" MP 9016 IMC
"Patterns of the Wild"
(U.S. Forest Service)
"Realm of the Wild"
(Idaho Fish and Game)

Book:
Ecology - Transparency Book

ACTIVITY 2

Suggested Subject Area: Science

(This activity may take more than one day.)
Have students list all of the wild animals they can think of in 2 or 3 minutes. Get together in groups, make group lists, then make class list. Have each student select an animal to learn more about.

Discuss as a class a list of questions to investigate in all reports. Suggest someone study man, answering the same questions as about other animals. Another student could investigate endangered species, report to the class. Each report should be prepared for oral presentation and include at least one visual aid.

Discuss sources of information, do research on animals, work on visual aids.

MATERIALS 2

Reference materials:
As many books, pamphlets, etc. on animals as possible.

6.19 ANIMAL ECOLOGIST

GRADE 6

ACTIVITY 3 Suggested Subject Area: Science, Language Arts

Group students doing animals who share an environment into a panel for presentation of oral reports on animals. Suggest classmates take notes so they can discuss intelligently the relationships between animals.

Discuss animals presented by the panel in terms of their relations to other parts of the environment. Example:

What if there were no coyotes in eastern Idaho deserts?
How does man affect these animals?
Is man an endangered species? Why or why not?

MATERIALS 3

ACTIVITY 4 Suggested Subject Area: Social Studies, Science

Discuss zoos. Have students share their experiences visiting zoos. Discuss pros and cons of effects of being in captivity on animals.

Visit Boise Zoo with two objectives:
1. What is the environment of several major animals? How much of [illegible] and is it affected by the animals?
2. Which animals in nature would share the same environment?

After the field trip discuss the questions above. Divide the class in two parts to debate issue of zoos as being a desirable environment for animals.

Review for field trip from appendix of this book.

MATERIALS 4

Field trip to the zoo.

ACTIVITY 5 Suggested Subject Area: Science

MATERIALS 5

Debate zoo issue. Divide class in two parts. Assign each group one side of the issue. Give groups a chance to discuss question. Begin debate with pro zoo side. Alternate statements between pro and con.

After debate has run its course, have students write a statement of their opinions about zoos.

ACTIVITY 6 Suggested Subject Area: Language Arts

MATERIALS 6

Give students the following list of words and the starter sentence below with instructions to write a paragraph, using all of the words and expressing ideas clearly and in organized fashion.

Words: climate, plants, nature, abundance, water, species, grassland,
food, pollution, insects, balance, habitat, fires

Starter sentence: In saving wildlife man may save himself.

ACTIVITY 7 Suggested Subject Area: Language Arts

Collect a group of books about animals and ask each student to choose one to read and briefly share the main theme with the class. Some suggested books:

The Incredible Journey, Burnford
Ring of Bright Water
Rascal
Wildlife in Danger, Green
Forest Folk, Guild
Who Really Killed Cock Robin?, George
The Yearling

Born Free, Adamson
Living Free, Adamson
My Side of the Mountain, George
Moose Live Here, Eberle
The Great Auk
Bambi

MATERIALS 7

Books about animals.

ACTIVITY 8 Suggested Subject Area: Science, Art

Place the contents of the kit on tables for students to study. Have them devise a classification system from what they can observe. There are many good suggestions for use of the kit on a sheet accompanying the materials. Use as many of these suggestions as time allows.

MATERIALS 8

Kit:
Introduction to Tracks and Tracking
(CA Center)

GRADE 6

6.19 ANIMAL ECOLOGIST

ACTIVITY 9   Suggested Subject Area: Science

Ecologame

Display picture of pond environment. Give each student 5 - 3" circles, 5 - 3"x2" rectangles, and 5 arrows. Instruct them to write the names of birds, insects, animals that live in ponds on the circles, other elements in the pond environment on the rectangles, and these phrases on the arrows: (in any quantity) lives in, eats, is eaten by, needs, is related to, etc.

Rules of the game: 4 players

1. Put all circles together, rectangles together, arrows together, face down.
2. Each person draws 4 of each.
3. Draw arrows to see who begins. Each player may play an arrow and one other shape each turn. Arrows must show a true relationship between the two shapes it connects.
4. More than one arrow may come from a circle or rectangle.
5. If a player cannot play, he must draw an arrow, a circle, or a rectangle. (This continues [illegible].
6. Winner is first person to use all of his shapes and arrows.

After people have been introduced to the game, suggest they invent another game using the same materials.

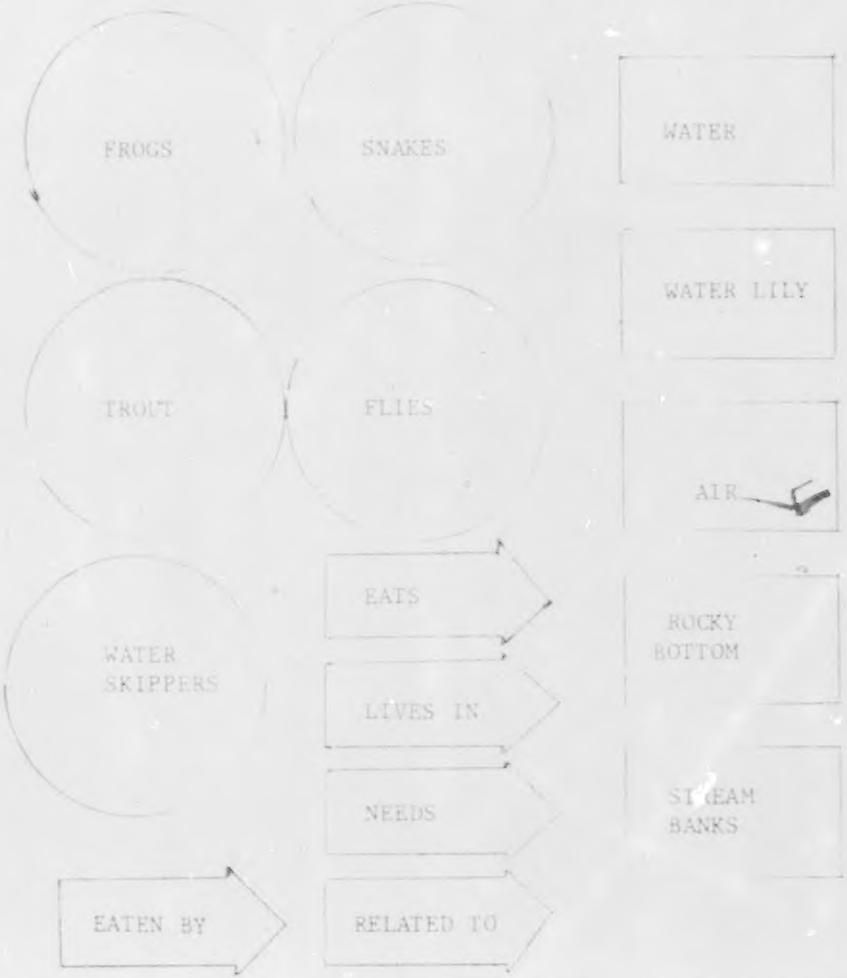
MATERIALS 9

Picture of Pond Environment

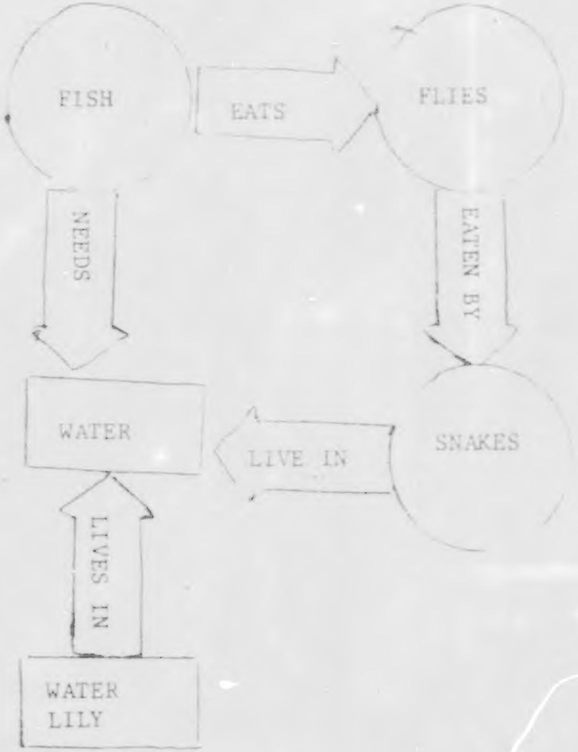
For each student:
5 - 3" circles
5 - 3"x2" rectangles
5 - 2" arrows

ACTIVITY 9 ECOLOGAME

Sample playing pieces. A set to be made by each person. 4 people put their playing pieces together for a game.


FROGS
SNAKES
WATER
WATER LILY
TROUT
FLIES
AIR
WATER SKIPPERS
EATS
ROCKY BOTTOM
LIVES IN
NEEDS
STREAM BANKS
EATEN BY
RELATED TO

Sample of how relationships can be made.


FISH
EATS
FLIES
NEEDS
EATEN BY
WATER
LIVE IN
SNAKES
LIVES IN
WATER LILY

6.20 FLORIST, LANDSCAPER, NURSERYMAN GRADE 6

CONCEPTS

The gardening and floral industries are important segments of our national economy.

Artistic ability and training are necessary for successful ventures in this industry.

On-the-job or formal training are necessary for jobs in this field.

The knowledge required in the gardening and floral areas is quite complex.

Jobs in the gardening and floral industries are desirable and productive positions.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

At the conclusion of this unit, students will be able to describe the five major duties of a florist or nurseryman.

Description: Language arts exercise.
Teacher Directions: Have each student describe the five major duties of a florist or nurseryman through one of the following modes of communication: writing a paragraph or poem, making a list, making an oral presentation to the class, or role-playing.

6.20 FLORIST, LANDSCAPER, NURSERYMAN

GRADE 6

RESOURCE PEOPLE

FIELD TRIPS

To hothouse, nursery

FILMS

FILMSTRIPS

*"Soil for Plants" --Filmstrip House

BOOKS

Discovering Science, 6 (Text) --Merrill

I Picked a Flower --Lerner (School library)

*CA Center Furnishes

SUPPLIES

Determine the activities and then materials from this list:

30 flower blossoms (all one type)
30 magnifying glasses
30 containers (aluminum)
Seeds
10 potatoes
Soil
30 Cardboard pots
Sand
Plastic wrap
36 cuttings (from students)
6 woody plants
Wax or tar
Flowers or dried weeds
Jars
Flower tape
Trimmers, floral
Seeds (from students)
Water color materials
Bamboo
Screw eyes
Flower pots
Bone rings
Garden twine
Aluminum foil
Wooden bowls
12" dowels
Pine cones
Tin cans
Hammer and nails
15 house plants
Moss
Gravel
Small stones
6 aluminum dishes
Charcoal
Soil
Painting materials
6 wide-mouth gallon jugs
6 lids of shoe boxes
3 pounds of plaster of paris

*SRA Occupations Card #15

6.20 FLORIST, LANDSCAPER, NURSERYMAN GRADE 6

ACTIVITY 1 Suggested Subject Area: Science

Using the text Discovering Science, 6 do as suggested on page 293. Use as an example page 296 and students draw the flower with the parts they have dissected. Have students compare their work with others in the class.

MATERIALS 1

Text:
Discovering Science, 6

For each student:
Flower (all same type)
Magnifying glass

ACTIVITY 2 Suggested Subject Area: Science

Show the filmstrip "Soil for Plants" and discuss it with the class.

Each student should have some type of container in which to do some planting and propagating. Discuss the sections of the Science text which deal with seeds, bulbs, and spores (pages 290-301). Each student will plant a few seeds, a bulb, and a few potato sections in the same container. As they grow, students can observe the differences in propagation methods.

Explain cuttings and [illegible] to make them at home and bring them to [illegible].

MATERIALS 2

Filmstrip:
"Soil for Plants" - Filmstrip House (CA Center)
For each student:
Text: Discovering Science, 6
container
seeds
potato section
bulb
soil

ACTIVITY 3 Suggested Subject Area: Science

Experiment with [illegible] Each student do the experiment [illegible] students can bring the plant stems from home [illegible] forget.

[illegible] demonstrate how it is done. [illegible] the experiment. [illegible] for Activity #4.

MATERIALS 3

Text: Discovering Science, 6
cardboard pots
sand
plastic wrap
cuttings
6 woody plants
6 cuttings
wax or tar

6.20 Florist, Landscaper, Nurseryman, Act. 1, 2, 3

6.20 FLORIST, LANDSCAPER, NURSERYMAN

GRADE 6

ACTIVITY 4 Suggested Subject Area: [illegible]

Have a florist give a demonstration on flower arranging. Afterwards have students try simple arrangements with the help of the resource person.

Flowers can be brought from home if the season is right. If in the fall, they might try dry arrangements. Plastic flowers could be used.

Students gather and bring various kinds of seeds for Activity #5.

Review for resource speaker from appendix of this book.

MATERIALS 4

Resource Person:
Florist

Flowers or dried weeds
Jars
Flower tape
Scissors or trimmers

ACTIVITY 5 Suggested Subject Area: Science

Students explain the different seeds they brought to school. They should mention where they found them, the kind they are (if they know), how they might be transported. The idea is to indicate the great variety there are.

Students arrange their seeds on [illegible] paper and tape them down. Make a bulletin board display.

MATERIALS 5

Seeds
Transparent tape

ACTIVITY 6 Suggested Subject Area: Art

Students water color wash pictures of flowers similar to those done in I Picked a Flower. The students should choose a particular kind of flower to paint and see how realistic they can be in conveying the flower to an observer.

MATERIALS 6

Book: I Picked a Flower
--Sharon Lerner
(most school libraries)
Water Color materials

PLANT STORIES, [illegible], NURSERYMAN

GRADE 6

ACTIVITY 7   Suggested Subject Area: Art

The students will have a choice of making one of four things from Garden Art and Decoration:

Bamboo Wind Chimes, page 14
Bowl Bells from Flower Pots, page 15
Wooden Bowl Bird Feeder, page 16
Tin Can Candle Holder, page 56

They should decorate the flower pots and wooden bowls if they choose these.

(This activity can be quite expensive if all new materials must be purchased)

MATERIALS 7

Magazine: Sunset (In packet)
bamboo pieces
screw eyes
flower pots
[illegible] rings
garden twine
aluminum [illegible]
wooden bowls
12 inch dowels
[illegible]
tin cans
hammer and nails
painting materials

ACTIVITY 8   Suggested Subject Area: Science, Art

Divide the class into groups of five students. Each group will work on one terrarium. While there are many forms to choose from, a good model is shown on page 30 of Terrariums and Acquariums.

Students should determine how they want their landscaping done. Limit the plants to [illegible] besides moss, stones, and water dish.

(This activity can be quite expensive unless the students are able to furnish some of the materials.)

MATERIALS 8

Book: Terrariums and Acquariums
--Leavitt and Huntsberger
(at school libraries)
6 wide mouth gallon jars
6 lids of shoe boxes
3 lbs. plaster of paris
15 house plants
moss
gravel
small stones
aluminum dishes
charcoal
soil
animals if they choose.

6.20 FLORIST, LANDSCAPER, NURSERYMAN

GRADE 6

ACTIVITY 9 Suggested Subject Area: Language Arts

Students write verses of creative Haiku. Explain to them the style, meaning, and creativity involved giving them numerous examples.

They might also decorate their verses with an Oriental motif.

MATERIALS 9

ACTIVITY 10 Suggested Subject Area: Social Studies

Field trip to a nursery and hot house. Also try to include areas of landscaping on the field trip. The Boise Cascade building would be a good example of indoor plantings to visit.

Review for field trip from appendix of this book.

MATERIALS 10

Field trip to nursery.

ACTIVITY 11 Suggested Subject Area: Math

The "Occupations" cards suggest some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 11

Occupations #15
--SRA Math Cards

6.20 FLORIST, LANDSCAPER, NURSERYMAN

GRADE 6

ACTIVITY Further Ideas to Explore Suggested Subject Area: All

1. Give each student a container and 6 bulbs of various types. Explain that they will try to force the bulbs into blooming as explained in the book Gardening with Containers.

   This experiment will take several weeks to see the results. The bulbs will require a dark storage area for a time. Explain the implications of this to the nurseryman or florist who needs flowers the year round.

2. Students do some sand casting with plaster of paris and numerous instruments for making designs. Examples are shown on pages 31, 32, 33 of Garden Art and Decoration.

3. Students make leaf pattern stepping stones as shown on page 41 of Garden Art and Decoration. These can be done in a shoe-box top or similar container.

4. Students plant carrot gardens as shown on page 63 of The Big Book of Things to Do and Make.

5. Have a resource person talk to the students about Japanese gardening or flower arrangement.

6. Show the film "Mysteries of Plant Life" (21 minutes, color)

MATERIALS Further Ideas to Explor

1. Container for each student
   6 bulbs for each student
   Book: Gardening with Containers
   --Sunset

2. Plaster of paris
   boxes
   sand
   Book: Garden Art and Decoration
   --Sunset

3. cement
   lime
   sand
   gravel
   plant cuttings
   containers
   mixing utinsils
   Book: Garden Art and Decoration
   --Sunset

4. Book: The Big Book of Things to Do and Make --Fletcher
   carrots
   bowls
   stones, pebbles
   knife

5. Resource Person

6. Film: "Mystery of Plant Life"
   Standard Oil of California
   (Order at least one month in advance)

6.21 FOREST RANGER GRADE 6

CONCEPTS

Forests are an important natural resource and must be managed carefully to preserve and protect them.

Trees are affected by soils, water, wildlife, and man and, in turn, have affects upon each of these.

Man needs wilderness and natural areas for recreation as well as for their scientific and economic values. Idaho has some of the largest wilderness areas in the United States.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to discuss the importance of forests to man, including economic and aesthetic values.

   Description: Class meeting.
   Teacher Direction #1: Have the class discuss the importance of forests to man, including economic and aesthetic values.

2. Students will be able to approximate the number of board feet in a given tree.

   Description: Measuring a tree.
   Teacher Directions: Refer to activity #4.

3. Students will be able to discuss the causes of damage to forests.

   Description: Class meeting.
   Teacher Directions: Have the students discuss the causes of damage to forests.

4. Students will show an appreciation for the forest's value in recreation by writing a poem or story related to a forest.

   Description: Writing exercise.
   Teacher Directions: Following the field trip to a forest site (activity #5), have each student write a poem or story about his/her experiences in the forest.

6.21 FOREST RANGER

GRADE 6

RESOURCE PEOPLE

Forester from U.S.F.S.
or State Forestry Dept.
or Boise Cascade

FIELD TRIPS

FILMS

Optional: one or more of the following:
"A Fire Called Jeremiah"
"The Forest"
"Viewpoint"
"Yours Is the Land"
--Available from U. S. Forest Service
"The Meaning of Conservation" --Idaho Fish and Game
"Our Living Forests" --MP-1212

FILMSTRIPS

For independent student use:
"Using Our Forest Wisely" --FS 960, IMC
"Field Day: Man Cooperates with Nature" --FS 188, IMC
"Forest Resources" --FS 185, IMC

BOOKS

*Native Trees of Idaho (Booklet)
*What Does a Forest Ranger Do?
--Dodd-Mead and Co.

SUPPLIES

St. Regis charts on trees (school library)
Worksheets for measuring size and age of trees (attached)
Worksheets for field day (attached)
Cross -section of trees
Core samples
Pictures of young conifers

*Kit: Western Conifers, Unit 10
--NASCA
*Kit: Introduction to Plants
--NASCA

* CA Center Furnishes

6.21 FOREST RANGER

GRADE 6

ACTIVITY 1

Suggested Subject Area: Science

MATERIALS 1

School yard observation:

Suggest to the students they list what could be found on the schoolyard. Have them fold this list and leave it in the classroom.

Take a tour of the school grounds, listing what is seen. Leave time for students to go back to an area and examine it more closely.

Hearing activity:

Have students sit with their eyes closed and listen for two minutes; then record everything they heard, classifying lists into people sounds and nature sounds. Keep lists for later reference.

Feeling activity:

Find and record all the different textures you can. How many different kinds of plants can you find? (Describe rather than take leaves.)

When class returns to classroom, discuss the experience and compare lists with lists made in the classroom.

6.21 FOREST RANGER

GRADE 6

ACTIVITY 2

Suggested Subject Area: Science

Classifying cones and needles:

Place the materials from Western Conifers, Unit 10 on tables. Students study the material. Suggest they build a classification system or decide how to group these species.

Write a description for each group that will distinguish it from the others. After the students have finished, introduce a new specimen and see if it fits the classification scheme.

Have groups share their systems; then do the same activity using cones. Perhaps have more samples, several samples of one type.

Discuss the charts "Living Parts of a Tree" and "Twelve Trees that Helped Build America".

(Make available to interested students the booklet Native Trees of Idaho.)

If the students are interested, suggest the class begin a cone and needle collection.

MATERIALS 2

Posters:
"Living Parts of a Tree"
"Twelve Trees that Helped Build
America" --St. Regis
(school library)

Booklet:
Native Trees of Idaho
--Bulletin 289, Idaho
Agricultural Extension Servi

Kit:
Western Conifers, Unit 10

ACTIVITY 3

Suggested Subject Area: Social Studies, Science

Invite a forester from the U. S. Forest Service or State Forestry department to come and show cones, cross sections, slides, etc. showing the value of forests and discussing the work of the forester in various areas, such as:
- forest management
- recreation
- fire prevention and suppression

MATERIALS 3

Resource person:
Forester

6.21 FOREST RANGER

GRADE 6

ACTIVITY 4   Suggested Subject Area: Math, Science

I. Measuring a tree:

Choose a tree (either in the school yard or in a neighboring park or yard).

(a) Measure height (see attached directions).
(b) Find diameter of tree (see attached directions).
(c) Find number of 16' sawlogs, then volume in board feet (use attached chart).

Practice on several trees.

II. Finding the age of a tree:

Show class three methods of finding the age of a tree.

(a) Cross-section
(b) Increment borer
(c) Count rows of branches on young conifers

Have several cross-sections to examine and compute age, several core samples, pictures of young conifers.

Optional: Indicate on tree rings several historical events: when students born, etc.

MATERIALS 4

Worksheets for measuring height and diameter and figuring board feet with directions. (Attached.)

Several cross-sections of saw logs.

Several core samples.

Pictures of young conifers.

Worksheet.

ACTIVITY 5   Suggested Subject Area: Art

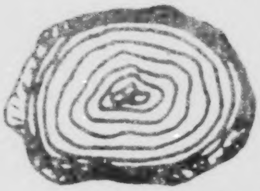
Use the nature study aids from the kit as is suggested in the sheet "Classroom and Field Activities with Nature Study Aid Models". Do as many as there is time for.

MATERIALS 5

Kit:
Western Conifers, Unit 10

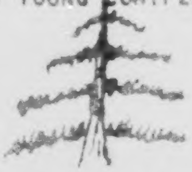
4. Ages of Trees. It is often important to tell the ages of trees to determine how old or how fast they are growing. We can count the growth rings on a stump of a cut tree and determine the age of the tree when it was cut. Many conifer trees grow a row or whorl of branches each year. We can count the whorls of branches on these trees and tell how old the tree is now. On large standing trees we can use an increment borer to bore into the tree and remove a small core and count the rings to determine the age. Many times we can reconstruct past events that have taken place on our plot by collecting and recording the age of trees.

RINGS ON STUMP



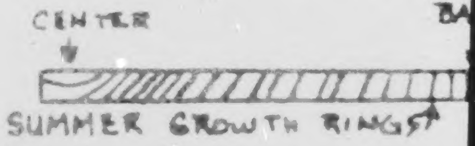
____Rings + 5 Yrs = ____ Age

ROWS OF BRANCHES ON YOUNG CONIFERS



___Whorls of branches + 5 yrs. = _______ Age

RINGS ON CORE TAKEN FROM TREE



____rings + 5 Yrs. = _______ Age

(Note:) It takes about 5 years for the average growing, healthy tree to reach diameter at breast height (D.B.H.), and in the case of the conifer, to begin growing a recognizable whorl of branches

Many times we can reconstruct past events that have taken place on our plot by collecting and recording the age of trees. Collect and record the following data:

Tree Stump: Age______________, Probable Species______________________

Age______________, Probable Species______________________

What were the trees used for______________________________

Standing Trees: (Count rows of branches on young trees or use increment borer on larger trees)

Age________________, Species______________

Age________________, Species______________

Age________________, Species______________

Were the standing trees here before or after the trees were cut from the stumps?______________ How can you tell?__________________

If they were here before, why weren't they cut too?_______________
____

If they started growing after the other trees were cut, does their age help us determine how long ago the trees were cut? ____________

____

Why? ____

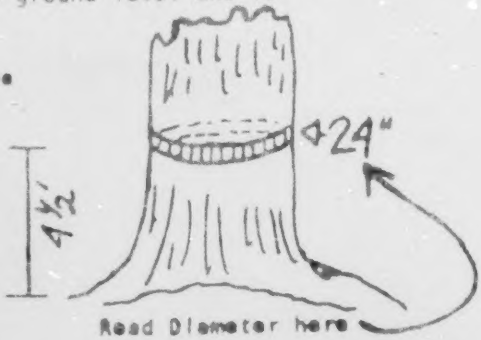
How long ago were the trees cut from the stump? ____________

5. Diameter of a tree

Measuring the Diameter of Trees. One important tree measurement a forester needs is the diameter of the tree at 4½ feet above the ground. The diameter helps him determine the wood volume of a tree. The diameter and the increment core together helps him determine if the tree is growing fast or is ready for harvest.

The Diameter Tape is the measuring tape that tells the diameter of a tree by measuring the circumference of the tree. The forester must know the diameter and height of the tree to determine how much lumber it contains. Diameters of trees are always measured at "D.B.H." This is always 4½ feet above ground level and is called diameter breast high or d.b.h.

To use: Wrap the diameter tape around the tree at d.b.h. The diameter of the tree will be the inch mark nearest where the tape overlaps the zero end of the tape.



If you don't have a diameter tape, use a regular measuring tape and get the circumference of the tree and then divide by 3.14 inches to obtain the diameter. Remember the diameter is approximately 1/3 the circumference.

6. Height of a tree

You will want to measure the merchantable height of the tree. The merchantable height is the part of the tree that can be made into lumber. This is usually the place where as you look up the mainstem it narrows down to 8" in diameter.

Measure the merchantable height of the tree by following these instructions.

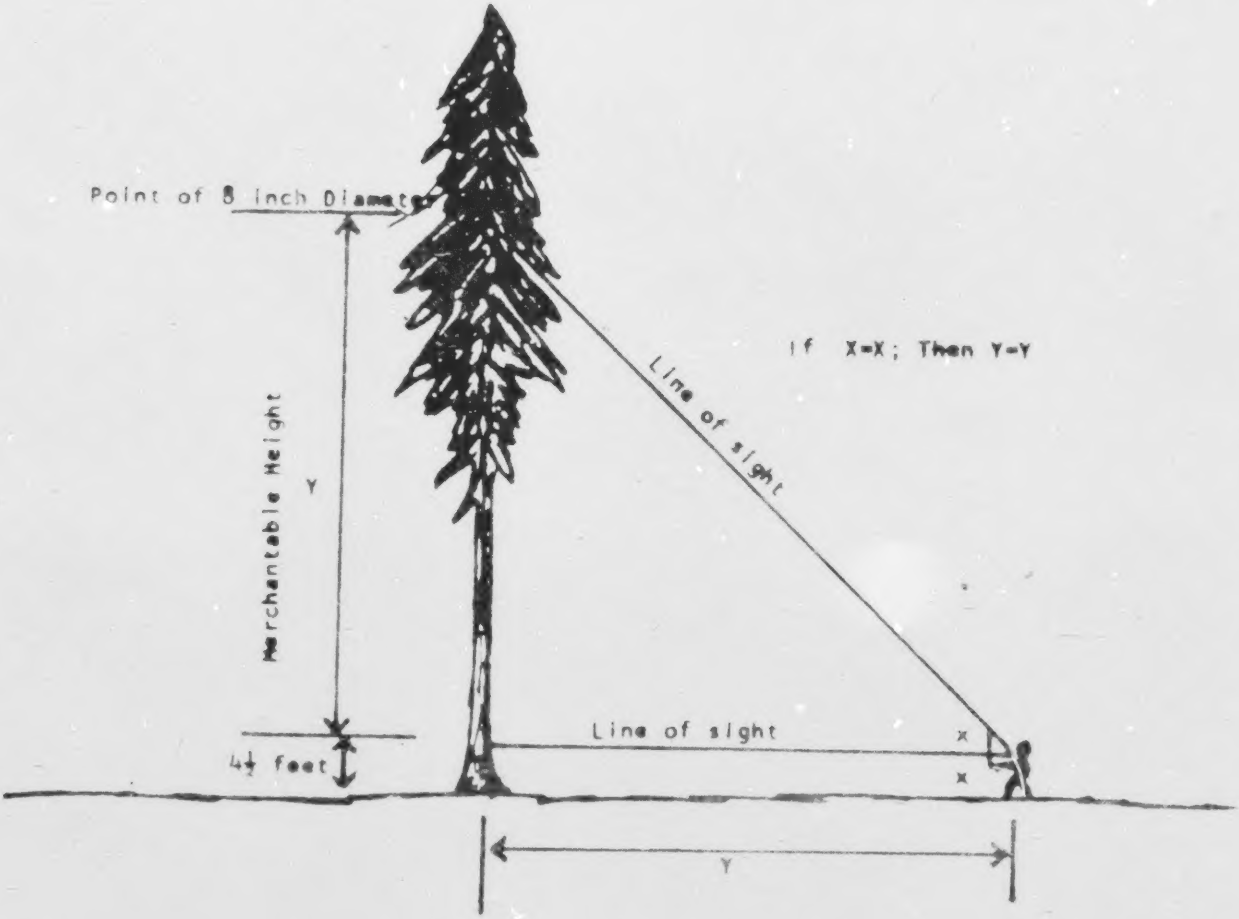
(1) Choose a stick the same length as from your hand to your eye if you hold your arm out straight in front of you.

(2) Now hold stick upright to form a right angle, (Arm and stick are same length).

(3) Walk backward away from the tree on level ground, sighting across the upper end of the stick you are holding upright and the bottom of the stick above your fist.

(4) Continue to walk backward until the top of the stick you are sighting over is at the spot on the tree you want to measure (8" diameter) and the bottom of the stick is sighting at the base of the tree (merchantable height of the tree).

(5) You are now the same distance from the tree as the height of the tree that you want to measure. Measure the distance from you to the base of the tree by stepping off the distance or using a tape measure.


Point of 8 inch Diameter
Line of sight
If X=X; Then Y=Y
Merchantable Height
Y
Line of sight
x
x
4½ feet
Y

7 Estimating Board Foot Volume

With the diameter and the height of a tree found, you can estimate the number of board feet of lumber it is possible to cut from the tree. One board foot is a piece of lumber 1-inch thick, 12-inches wide, and 12-inches long. To obtain the number of board feet in a tree, use the following table.

Board Foot Volume Table

D B H inches	Height of Merchantable Tree in Number of 16 ft. Logs							
	1½	2	3	4	5	6	7	8
12	62	80	133	183	235	286		
14	64	88	147	210	274	338		
16	67	96	163	242	320	399		
18	71	109	190	280	370	459	550	701
20	75	123	221	330	435	543	651	758
22			258	383	509	633	760	884
24				438	584	728	882	1035
26					666	832	1013	1190
28					750	941	1114	1346
30					850	1062	1291	1518
32						1195	1449	1700
34						1333	1614	1898
36						1494	1782	2095
38							1955	2305
40							2150	2523

To use: Find the tree diameter in the left-hand column labeled D.B.H. (Diameter breast height) inches of the tree you measured. Find the column across the top with the number of 16' logs in the tree you measured. Read the number on the table where the lines from the diameter figure intersects the log column figure. This is the number of board feet in your tree. For example, if your tree was 26 inches in diameter and had 5 logs in it, it would have 666 board feet in it.

6.21 FOREST RANGER

GRADE 6

ACTIVITY 6 Suggested Subject Area: Science, Art

Place the contents of the kit on tables for the students to study. Ask them to figure out some kind of classification system from what they observe. Indicate that on the upcoming field trip they may be seeing some of these same plants.

There are many good suggestions on the sheet "Classroom and Field Activities with Nature Study Aid Models" which might be tried.

MATERIALS 6

Kit:
Introduction to Plants

6.21 FOREST RANGER

GRADE 6

ACTIVITY 7

Suggested Subject Area: Science, Social Studies, Math

Field day to Robie Creek or Grayback Gulch or another suitable forest site (may be full day or half day).

The activities below are suggested. Others may be added or substituted where appropriate.

1. Awareness of beauty: entire class. Have students answer the following questions silently:
   (a) How do you feel as you stand quietly here?
   (b) What sound do you hear?
   (c) What colors do you see?
   (d) Have you felt this way before? When?
   (e) What do you think causes you to feel the way you do?

   Discuss: Why do people enjoy coming to a place like this?
   What must be done to preserve this environment?

2. Survey of field or study area: may include discussion of the area by a resource person. Take a damage inventory (worksheet attached).
3. Study of a tree (worksheet attached).
4. Study of a rotten log (worksheet attached).
5. Questions on field study (worksheet attached).
6. Charcoal or crayon rubbings.
7. Haiku or other poetry writing.
8. Campsite selection activities: groups choose a campsite and explain their choice.
9. Area clean-up project.
10. Culminating discussion.
11. Tour of Lucky Peak Nursery (optional).

MATERIALS 7

Worksheets:
Survey of Field Study Area
Study of a Tree
Study of a Rotten Log
Questions on Field Study
(on following pages)

Optional:
Resource person to discuss field study area

SURVEY OF FIELD STUDY AREA

Look over the field study area.

1. What are the most noticeable features?

2. Describe the plants you see.

3. What is the land topography? (hilly, flat, etc.)

4. On top of the ground on the forest floor is a layer of moss, twigs, rotton wood, needles and other dead and decaying material. This layer is called duff. Can you estimate how thick the duff is under the trees?

5. Look for insect damage, fire scars, evidence of disease, lightening strikes, wind damage and human damage in the forest. Record information on chart below.

Type of damage	Extent of damage

STUDY OF A TREE

use following instructions to take and record data below:

A. Tree Species ______________________
(Coniferous or Deciduous)

Age of Tree Your estimate ______________

Actual Age (by boring) __________

B. Tree Growth (underline) Fast Medium Slow

1. By observation

2. By boring - No. of rings in outside inch ____

Diameter D.B.H. ______________________

Height ______________________

No. of 16' logs ______________

Board Ft. Volume ______________

C. Tree defects (underline)

1. Insects 4. Man

2. Wind 5. Fire

3. Disease (conks)

D. Possible products from this tree

1. ______________ 4. ______________

2. ______________ 5. ______________

3. ______________ 6. ______________

E. Tree's neighbors (within 30' radius)

1. ______________ 6. ______________

2. ______________ 7. ______________

3. ______________ 8. ______________

4. ______________ 9. ______________

5. ______________ 10. ______________

Sketch of tree profile

STUDY OF A ROTTEN LOG

Rotten logs are an important part of a living community. They provide homes and food for animals and a place where certain plants can grow. The log eventually decays into the soil, changing its texture, color, depth, water holding abilities, and richness.

Observe and record as many things as you can about a rotten log on your study plot.

BE SURE NOT TO TEAR THE LOG APART. IF YOU LIFT UP THE BARK TO LOOK FOR LIVING THINGS, PUT THE BARK BACK IN PLACE.

Where is the stump that the rotten log came from? ______________________

How did the tree that the log came from probably die, (cut, rot, wind, etc.)?

____

What species of tree was it? (Look at bark, wood structure)

____

LIVING PLANTS IN OR ON THE LOG

Name	Location on Log (Top, side, under)	Roots in Soil or on Log

ANIMALS IN OR ON THE LOG

Name	Type of Home	Food Eaten	Enemies

1. What effect do the plants in your field study area have on

   (a) Wildlife? ____________________

   ____

   (b) Water? ____________________

   ____

   (c) Soil? ____________________

   ____

   (d) Man? ____________________

   ____

2. In what ways has wildlife influenced the plants in your field study area?

   ____

   ____

   ____

3. What conclusions can you make as to the effect of the soil on the plant life in your field study area?

   ____

   ____

   ____

4. How has the water resource influenced the plants in your area?

   ____

   ____

   ____

5. What has Man done to change the plant life in the area?

   ____

   ____

   ____

a. Number of 16-foot sawlogs in your tree are________________.

Trees are cut into sawlogs in order to haul them to the sawmill. We want to find out how many 16-foot sawlogs there are in this tree.

Merchantable Height__________ft. - _16 ft. = __________ sawlogs.

b. Board foot volume in your tree is ____________board feet.

c. Is your tree more valuable to be cut into lumber or to be left where it is for us to enjoy? ____________________

____

d. Where might it be more valuable for lumber?__________________

____

6.21 FOREST RANGER

GRADE 6

ACTIVITY 8   Suggested Subject Area: Social Studies, Science

Show one or more of the following films and discuss:

"A Fire Called Jeremiah"
"The Forest"
"Viewpoint"(story of the national forests)
"Yours is the Land" (all elements of natural environment)

The above are available from the United States Forest Service.

"The Meaning of Conservation" is available from the Idaho Fish and Game Department.

MATERIALS 8

Films:
"A Fire Called Jeremiah"
"The Forest"
"Viewpoint"
"Yours is the Land"
--U.S.F.S.

"The Meaning of Conservation"
--Idaho Fish and Game Departmen

ACTIVITY 9   Suggested Subject Area: Art, Social Studies

Make a class-size collage of pictures and real objects showing benefits of the forests (products, recreation, etc.).

MATERIALS 9

Old magazines
Large sheets of poster paper
Scissors
Glue or paste

CONCEPTS

Physical therapy is helpful in many kinds of diseases and disabilities;and with the aid of physical therapy, a disabled person can regain a constructive and creative life.

As an essential part of the hospital recovery team, the physical therapist aims to stimulate the patient's desire to get well by helping him to help himself.

The physical therapist performs tests to help judge a patient's motor ability. These tests are used in diagnosing the patient's condition and in planning the necessary physical therapy.

Physical therapists help people with muscle, nerve, joint and bone diseases or injuries to overcome their disabilities.

They use exercises, mechanical apparatus, message and applications of heat or cold, light, water, or electricity to treat patients.

Because an important function of a therapist's job is to help patients and their families understand the treatments and adjust to their handicaps, therapists must have patience, tact, resourcefulness, and emotional stability. In addition, physical therapists should have manual dexterity and physical stamina.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to describe the role of a physical therapist as an essential part of the hospital recovery team.

   (a) Description: Role-playing.
   Teacher Directions: Refer to "Optional" activity #1.

   (b) Description: Class meeting.
   Teacher Directions: Have the students explain and discuss the role of a physical therapist as an essential part of the hospital recovery team.

(Continued on next page)

2. Students will be able to graph and compare their perceptual-motor ability to that of another student.

   Description: Students graph and compare their perceptual motor skills.
   Teacher Directions: Refer to activity #3.

3. Students will be able to teach an exercise and explain what parts of the body that exercise helps to strengthen.

   Description: Students teach an exercise.
   Teacher Directions: Refer to activity #5.

4. Students will be able to describe in writing the plight of a handicapped person.

   Description: Creative writing exercise.
   Teacher Directions: Refer to activity #6.

RESOURCE PEOPLE

Physical Therapist
Athletic Trainer
P.E. Consultants

FILMS

SUPPLIES

Graph paper
Wrist or stop watches
Drawing paper

FILMSTRIPS

*"Physical Therapist - People Who Help Others"
--Guidance Associates
(CA Center)

FIELD TRIPS

For small groups:

LIVE, Inc.

Brownfield's Prosthetic and Orthopedic Appliances

BOOKS

*CA Center Furnishes

6.22 PHYSICAL THERAPIST

GRADE 6

ACTIVITY 1

Suggested Subject Area: Social Studies, P. E.

MATERIALS 1

As a prelude to having sixth graders assist with the first grade perceptual-motor program, an open discussion to clarify the meaning of a perceptual-motor program would be beneficial.

A logical sequence of questioning would be to start with open ended questions and move to questions of a specific nature. Some questions to consider in the discussion might include:

1. Can you remember something you couldn't do.........
2. How can you improve a skill that you are having difficulty perfecting?
3. Can you remember when you participated in the perceptual-motor program? Describe.
4. How would you want to be treated (as a first grader)?
5. What do you think your responsibilities as a motor- perception assistant should or will be?
6. A discussion of such terms as perceptual, motor, coordination, patience, tact, resourcefulness, etc. should be a part of the open discussion.

An alternative would be to have the students formulate some questions about a perceptual-motor program and invite an elementary P. E. Consultant to the classroom to discuss the questions.

6.22 PHYSICAL THERAPIST

GRADE 6

ACTIVITY 2 Suggested Subject Area: P.E., Health

Arrange with first grade teacher to have sixth graders assist with their perceptual-motor program.

Show and discuss the filmstrip "Physical Therapist - People Who Help Others"

MATERIALS 2

Filmstrip:
"Physical Therapist - People Who Help Others"
--G.A. (CA Center)

ACTIVITY 3 Suggested Subject Area: P.E., Math

As a part of assisting with the perceptual-motor program, sixth graders can perform perceptual-motor skills themselves and make a bar graph comparing their own ability to that of a first grader, or another sixth grader.

An ensuing discussion will help point out individual differences in coordination development.

MATERIALS 3

Graph paper
Wrist or stop watches

ACTIVITY 4 Suggested Subject Area: Health

Invite a physical therapist or an athletic trainer to the classroom.

Have children simulate common injuries and have the physical therapist or athletic trainer perform necessary care.

Review for Guest Speaker: "Communicating With Talent", "Resource Talent", "Questions for Group Conferences" from appendix of this book.

MATERIALS 4

Resource Person:
Physical Therapist
or
Athletic Trainer

6.22 Physical Therapist, Act. 2,3,4

ACTIVITY 5 Suggested Subject Area: Physical Education

Have students teach an exercise and explain what parts of the body (muscles) that exercise helps build up. This could be done in small groups. Possible exercises include:

sit-ups
pull-ups from floor with partner
leg lifts
squat thrusts
push-ups
deep knee bends against a wall

MATERIALS 5

ACTIVITY 6 Suggested Subject Area: Language Arts

Creative writing topics include:

1. How could a bed-ridden sixth grader continue his education?
2. What particular problems would a student confined to a wheel chair present for himself and for the rest of the class?
3. Discuss the effectiveness of a teacher confined to a wheel chair.

Interviewing: Interview a handicapped person.

Reporting:

1. Have a small group of students make a report on a visit to LIVE, Inc. (Handicapped people's industry).
2. Have a small group of students report on a visit to an artificial limb dispensary.

These last two topics could be a classroom field trip-reporting combination.

MATERIALS 6

Resource People:
LIVE, Inc.
Brownfield's Prosthetic and
Orthopedic Appliances

ACTIVITY 7 Suggested Subject Area: Social Studies

Role-playing: With teacher direction and guidance have several students (volunteers) role play a situation in which a physical therapist helps a patient and his family understand the treatment and adjustment to the patient's handicap.

An objective of the student who roleplays the physical therapist would be to stimulate the patient's desire to get well by helping him to help himself.

A teacher directed discussion should follow in which the teacher asks questions concerning values, attitudes, and feelings of the people whose roles were portrayed by the role-players.

MATERIALS 7

ACTIVITY 8 Suggested Subject Area: Art

Encourage students to enter the "Hire the Handicapped" poster contest.

Consult the Department of Employment for details of contest.

MATERIALS 8

Drawing paper
Other art materials for poster

Resource Person:
George Stoops
Department of Employment
344-7457

CONCEPTS

Classification of information makes it more useful and accessible.

Rocks can be classified in a variety of ways.

Some tests geologists use to classify rocks include color, hardness, streak, acid, magnetism, crystal structure.

Geologists divide rocks into three main groups: igneous, sedimentary, and metamorphic; and members of each group have common characteristics.

Minerals are the building blocks of rocks and occur very rarely alone.

Rocks are made of two or more minerals.

Rocks are constantly changed by forces on the earth.

Mountains may be built and changed by uplifting, faulting, weathering, volcanic action, earthquakes.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Given a group of six different rock samples, students will be able to group them in at least two different ways and explain why they are grouped as they are.

   Description: Small group discussion.
   Teacher Directions: Group students into small groups of four or five. Give each group of students a group of six rock samples. Instruct the students to group them in at least two different ways and discuss why they are grouped as they are. Have one member from each group share his group's findings with the rest of the class.

2. Given a sample of granite, sandstone, and slate, the student will be able to identify each as igneous, sedimentary, or metamorphic rock.

   Description: Class meeting - students chart information.
   Teacher Directions: Refer to activity #5.

(Continued on the next page)

6.23 Geologist (Continued)

GRADE 6

PERFORMANCE OBJECTIVES AND CRITERION TESTS

3. Given a picture of mountain terrain, the student will be able to suggest ways the mountains have been built and how they might have been and are changing.

Description: Class meeting followed by an experimental science activity.
Teacher Directions: Refer to activity #7.

6.23 GEOLOGIST GRADE 6

RESOURCE PEOPLE

FIELD TRIPS

*Cottonwood Canyon and Lucky Peak area

FILMS

"Craters of the Moon" --MP-1296

FILMSTRIPS

*"Rocks and How They Change"
"How Rocks Are Formed" --FS 1824, 1825
"Rocks Around Us" --FS 2294
"Rocks and Minerals" --FS 248
*"How the Earth's Surface Changes"
*"The Earth's Surface"

BOOKS

*Teacher's Guide for Rocks and Charts
--McGraw-Hill
Discovering Science, 5 (Text) --Merrill

SUPPLIES

Transparency:
*"Rocks and Minerals" --Milliken

*Rock sample kit --McGraw-Hill

(See individual activities for numerous supplies needed.)

*CA Center Furnishes

GRADE 6

ACTIVITY 1

Suggested Subject Area: Science, Language Arts

The Naming Game. (ESS Teacher's Guide for Rocks and Charts, page 22)

Teacher have students select new names - print on large card.

Select five to come to front of room. Show class their name cards - not the teacher.

Teacher makes chart on board. He asks class for data about each name - hair color, eye color, height. Teacher can then match names with person who chose the name. (All data will not be needed to identify all students.)

Joe	Blond	Blue	Tall
Pat	Brown	Blue	Medium
Jim	Black	Brown	Tall
Mark	Brown	Black	Short
Greg	Blond	Blue	Medium

Divide class into pairs and give each pair a mixed selection of rocks. Tell them there are 21 different kinds of rock. See if they can make a set of all 21 different kinds. (They will have to trade with other groups.)

MATERIALS 1

Teacher's Guide for Rocks and Charts
--ESS, McGraw-Hill Book Co.

GRADE 6

ACTIVITY 2

Suggested Subject Area: Science

Distribute samples to each pair of students of these rocks: talc, obsidian, white feldspar, biotite.

Tell students their job is to decide which rock goes with each code letter, A through D. To find out they must ask the teacher for clues. As clues are given, student should enter information in their own charts. (Probably begin with color, then appearance, etc.)

After rocks have been matched up to code letter, names can be given. Students should be directed to reference materials if they are interested in knowing more about the rocks.

Put rocks in egg carton - code if desired.

Introduce individual chartmaking.

Put out hematite, magnetitie, pink feldspar, pink sandstone, pink marble in a mixture.

Direct each pair to pick out five different samples. Hand out paper ruled in squares large enough to hold actual pieces of rock. Have students head columns with useful categories, record information. Then exchange charts to see if another pair can identify their rocks using the other's chart.

MATERIALS 2

Rock samples of:
Talc
Obsidian
White feldspar
Biotite

Egg cartons to keep samples in
(one per pair of students)

Rock samples of:
Hematite
Magnetite
Pink feldspar
Pink sandstone
Pink marble

Paper ruled in squares

6.23 GEOLOGIST

GRADE 6

ACTIVITY 3 Suggested Subject Area: Science

Introduce special tests for classifying rock.

Use transparency #2 from Rocks and Minerals, Milliken.

1. Streak plate
2. Vinegar test
3. Hardness test

Demonstrate each.

Give the students the following rocks to test and chart:

Anthracite
Calcite
Quartz
Slate
Limestone
Obsidian
Talc

MATERIALS 3

Transparency #2 from Rocks and Minerals --Milliken

Unglazed porcelain
Vinegar
Nails, pennies, pieces of glass

Rock samples:
Anthracite
Calcite
Quartz
Slate
Limestone
Obsidian
Talc

ACTIVITY 4 Suggested Subject Area: Science

Give each student five samples not previously used, selected arbitrarily by the teacher.

Have students chart characteristics, then get a worksheet from teacher with simplified geological description of each rock. Try to match samples with names by using chart and prepared descriptions.

MATERIALS 4

Five rock samples for each student pair.

Geological descriptions of the five samples from rock book.

ACTIVITY 5 Suggested Subject Area: Science

Discuss three kinds of rock. Use transparencies #4 through #9. Describe formation process, characteristics of each kind of rock.

Have students chart information for future reference.

Have samples of each kind of rock for students to examine.

MATERIALS 5

Rocks and Minerals --Milliken

6.23 GEOLOGIST

GRADE 6

ACTIVITY 6 Suggested Subject Area: Science

Show any two of the following filmstrips:

"Rocks and How They Change" --CA Center
"How Rocks are Formed" --1824, 1825 IMC
"Rocks Around Us" --2294, 2295, 2296 IMC
"Rocks and Minerals" --248 IMC

MATERIALS 6

Filmstrips:
"Rocks and How They Change"
--CA Center
"How Rocks are Formed" --1824, 1825 IMC
"Rocks Around Us" --2294, 2295, 2296 IMC
"Rocks and Minerals" --246 IMC

ACTIVITY 7 Suggested Subject Area: Science

Suggested topics for independent research by students:

1. Why does some molten rock stay below the surface and other rock escape as volcanic eruptions or extrusions?
2. How is coal formed?
3. Tsunami
4. Earthquake belt
5. Project Mohole
6. Geologic timetable
7. Colorado Oil Shale - Gilsonite
8. Paricutin

MATERIALS 7

ACTIVITY 8 Suggested Subject Area: Science

Show the students some pictures of young mountains and older, worn-down mountains. Ask students to speculate how mountains might have been formed.

Explain to the students that the next activity will involve their moving through a number of experimental stations, each of which will illustrate something about mountain formation.

At each station, student is to write a conclusion which relates what he did and saw to mountain formation.

Station 1: 2 small bars of soap
Directions: Press very hard on the two pieces of soap.

Station 2: 2 scraps of carpet or art foam in several colors
Directions: Push on two ends.

Station 3: Onion cut in half
Directions: Observe.

Station 4: Tube of toothpaste (partly used, lid on)
Directions: Push down on tube in two places at once.

Station 5: 2 pieces of sandstone
Directions: Rub together briskly.

Station 6: Slab of softened clay (2 layers), brick
Directions: Push brick down onto clay.

Station 7: Balloon (partially blown up), tray of dirt
Directions: Can you make a mountain?

At the end of the experiment stations, students should have several theories about how mountains might be formed.

MATERIALS 8

- 2 small bars of soap
- Onion cut in half
- Carpet scraps or art foam in several colors
- Partly used toothpaste tube
- 2 pieces sandstone
- Brick
- Clay (2 colors)
- Balloon
- Tray of dirt

6.23 GEOLOGIST

GRADE 6

ACTIVITY 9 Suggested Subject Area: Science

Use transparencies #2 through #4 (Geological Processes) to discuss folded mountains, block mountains, dome mountains.

Have pictures of each kind of mountain.

Relate to previous activity's experiences.

MATERIALS 9

Transparencies #2 - #4
Geological Processes --Milliken

Pictures of folded mountains, block mountains, dome mountains

ACTIVITY 10 Suggested Subject Area: Science

Use the transparency #9 from Geological Processes to discuss volcanoes. Discuss causes and structure of volcanic formations.

Optional: Show film "Craters of the Moon" --MP-1296, EJ, IMC.

MATERIALS 10

Geological Processes --Milliken
Transparency #9

Film:
"Craters of the Moon" --MP-1296, EJ,IMC

ACTIVITY 11 Suggested Subject Area: Science

Use transparency #10 to show volcano and earthquake areas.

Discuss work of seismograph, Richter scale.

Recruit volunteers to research and build a seismograph.

MATERIALS 11

Geological Processes --Milliken

Directions for building a seismograph are found in Discovering Science, 5
--Merrill

ACTIVITY 12 Suggested Subject Area: Language Arts

Tell children about ancient people's attempts to explain natural happenings.

Ask students to assume they are members of an isolated and primitive people, and a destructive earthquake has just occurred. What kind of story might you tell to explain the frightening occurrence? Write and illustrate these stories.

Teacher can share some of the legends early people believed about the causes of earthquakes.

Share students' stories.

MATERIALS 12

ACTIVITY 13 Suggested Subject Area: Science

Review forces which build up the surface of the earth. Try to list some destructive forces (wind, rain, moving water, faulting, animal and plant weathering).

Use transparency #11 from Geological Processes to discuss erosion.

Show filmstrip "How the Earth's Surface Changes".

MATERIALS 13

Geological Processes --Milliken

Filmstrip:
"How the Earth's Surface Changes"
--CA Center

ACTIVITY 14 Suggested Subject Area: Science

Field trip to Cottonwood Canyon and Lucky Peak Dam area to observe rock formations.

Optional: Have student lab assistants from Boise State College provide information about each stop.

Some concepts which could be illustrated:

1. Kinds of rock
2. Rock formations: dikes, sills, columnar jointing
3. Erosion
4. Weathering
5. Mountain building and wearing down

MATERIALS 14

Field trip

CONCEPTS

Scientists are actively searching for further reserves of oil.

Many products are made from oil.

The processes of drilling for oil and refining it are very complex.

Conservation principles must be applied to petroleum exploration, production, and transportation activities.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to write a paragraph explaining the importance of petroleum to industrial America.

   Description: Writing exercise
   Teacher Directions: Have each student write a paragraph explaining the importance of petroleum to industrial America.

2. Students will be able to list at least ten petroleum-related occupations.

   Description: Independent project.
   Teacher Directions: Refer to activity #20.

3. Students will be able to suggest some ecological problems created by demand for petroleum and some possible alternative solutions.

   Description: Simulation of pipeline problem.
   Teacher Directions: Refer to activities #21 and #22.

6.24 OIL WORKER, PIPELINE ENGINEER

GRADE 6

RESOURCE PEOPLE

FIELD TRIPS

Intermountain Gas Co.

FILMS

"All About Natural Gas" --Intermountain Gas Co.

FILMSTRIPS

*"The Story of Oil" --Standard Oil
*"Oil, Wealth from the Ground" --Troll
*"Natural Gas, Science Behind Your Burner"
--Natural Gas Kit
*"Gas, Our Community Utility" --Coronet

BOOKS

*The Story of Oil --Standard Oil Kit (Booklet)

*Distillation Handbook --Standard Oil Kit

SUPPLIES

*Display box: The Story of Oil
--American Petroleum Institute

*Transparencies: Geological
Processes, #12

Stopwatch
Shallow pan
Acetone
Jar

*Natural Gas Kit
*Standard Oil Kit

*CA Center Furnishes

ACTIVITY 1

Suggested Subject Area: Math, Science

Discuss oil. See if students can name products made from oil. (Handbook: The Story of Oil)

Ask students to guess how much oil each family of four in the United States uses per year (78½ barrels - each barrel is 42 gallons).

Ask students to compute number of gallons:
- (a) per family
- (b) per individual
- (d) per class of 30 students

Find number of barrels used in the United States each year.

Each storage tank holds 175,000 barrels: how many tanks to store total U. S. consumption?

One company refines 160,000 barrels of crude oil per day. If there are 42,000 companies, what is the total number of barrels refined in one day?

There are 7,000,000 barrels taken from the ground every day. How many barrels per year?

Geologists looking for oil have drilled 22,570 feet. How many miles is this?

MATERIALS 1

Handbook:
The Story of Oil
--Standard Oil Kit

ACTIVITY 2

Suggested Subject Area: Science

Ask students to theorize on how oil originated. Explain that scientists are unsure of the exact nature of the process, but have theories. Review how metamorphic rocks are formed.

Show filmstrip "The Story of Oil" and/or "Oil, Wealth from the Ground".

Show display box "The Story of Oil". Invite students to examine its contents.

Make descriptions of geological specimens available to students. (Handbook: The Story of Oil, pages 38-43)

MATERIALS 2

Filmstrips:
"The Story of Oil" --Standard Oil Co.
"Oil, Wealth from the Ground"
--Troll

Display box:
"The Story of Oil"
--American Petroleum Institute

Handbook: The Story of Oil
--Standard Oil Co.

ACTIVITY 3 Suggested Subject Area: Science

Use Transparency #12, Geological Processes to discuss location of oil and gas deposits. Discuss use of seismograph to find possible oil deposits.

Make transparencies to show differences in rate and strength of vibrations after man-made explosion. (Handbook, page 60)

MATERIALS 3

Transparencies:
Geological Process, #12
--Milliken
Teacher-made transparencies

Handbook: The Story of Oil
--American Petroleum Institute Kit

ACTIVITY 4 Suggested Subject Area: Science

Experiments with evaporation: Choose 3 students to stand 3 feet from bottle.

1. Open a bottle of perfume at the front of room. Direct students to raise hands when they smell the perfume. Use a stop watch to time. Record the time it takes.
2. Place perfume in shallow pan of hot water. Time as before. (Use same 3 students.) Why the difference?
3. Place a few drops of acetone in a jar half filled with water. Put in a warm area. Smell mixture every hour. What changes occur? What causes the changes?
4. Ask group of students to prepare a demonstration of distillation and a report to go with it. (Page 7 of Distillation Handbook)

There are many more suggestions with the Standard Oil Kit which might be considered in conjunction with this unit.

MATERIALS 4

Distillation Handbook
--Standard Oil Kit

stop watch
shallow pan of hot water
acetone
jar

Oil Worker, Pipeline Engineer; Act. 3, 4

6.24 OIL WORKER, PIPELINE ENGINEER

GRADE 6

ACTIVITY 5 Suggested Subject Area: Science

Show filmstrip "Natural Gas, Science Behind Your Burner" and "Gas, Our Community Utility".

Use leaflet "Natural Gas, Science Behind Your Burner".

Read home meters, school meter. Reread in several days.

MATERIALS 5

Filmstrips:
"Natural Gas, Science Behind Your Burner"
--Natural Gas Kit

"Gas, Our Community Utility"
--Coronet

Leaflet: Natural Gas, Science Behind Your Burner
--Natural Gas Kit

ACTIVITY 6 Suggested Subject Area: Science

Show the film "All About Natural Gas" (Available from Intermountain Gas Co.)

Discuss people shown and their jobs.

MATERIALS 6

Film: "All About Natural Gas"
--Intermountain Gas Co.
(Order in advance)

ACTIVITY 7 Suggested Subject Area: Science

Take a field trip to Intermountain Gas Co.

Prepare for field trip from appendix of this book.

MATERIALS 7

Field trip to Gas Company

6.24 OIL WORKER, PIPELINE ENGINEER GRADE 6

ACTIVITY 8 Suggested Subject Area: Science

Independent Project: Have students use materials available to find out about as many oil-related occupations as possible. List them and write a short notation of what each worker does. Students can compare lists when finished.

Suggested resources:
Filmstrips: "The Story of Oil", Standard Oil Kit
"Natural Gas, Science Behind Your Burner", American Gas Assoc.

Pamphlets from Standard Oil Company and American Gas Association
Handbook, The Story of Oil, Standard Oil Company
Displays from Standard Oil Kit

MATERIALS 8

Filmstrips:
"The Story of Oil"
--Standard Oil Kit
"Natural Gas, Science Behind Your Burner" --American Gas Assoc.

Pamphlets from Standard Oil Co. and American Gas Associaltion

Handbook: The Story of Oil
--Standard Oil Company

Displays from Standard Oil Kit

ACTIVITY 9 Suggested Subject Area: Social Studies, Science

Simulation of a pipeline problem: Give each group of 4 or 5 students a copy of the data sheet and map which are included with this activity.

Direct the students that they are pipeline engineers for a major petroleum company and they are responsible for planning transportation of oil from oil fields to industrial centers by the best possible method.

Decisions must be made by the entire group. They must consider all factors shown on map and data sheet. Each group should choose a spokesman and help him plan a presentation of the group's plan to the Environmental Control Agency, which will be played by the rest of the class.

MATERIALS 9

Copy of Data Sheet and Map for each group of 4 or 5 students. (Included with this Activity)

ACTIVITY 9

DATA SHEET:

Garfield is a major industrial and transportation center, population of 175,000. They are rapidly reaching an "energy crisis" because of the high cost of importing oil.

The government of the country sponsored exploration for oil and a major oil field was discovered on the southern coast.

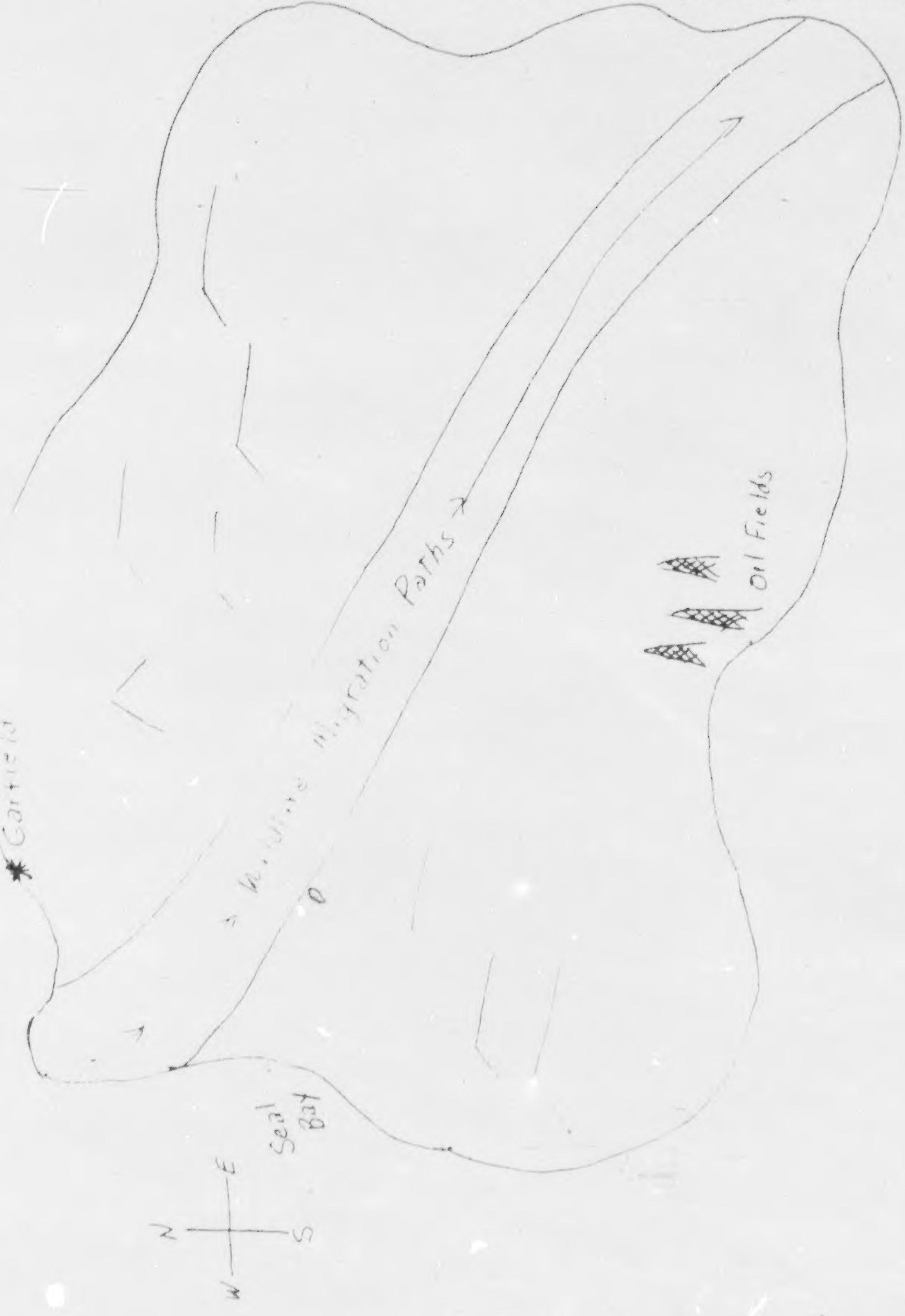
The vegetation on the island, because of the latitude and elevation is of the tundra variety, very fragile and difficult to cross.

Wildlife migration routes shown on the map are annual caribou movements from northwest to southeast.

The waters around the island are rich in seals, cod and salmon, and crab, all of which are harvested commercially.

There are a large number of native inhabitants who depend on the caribou and fish resources for an important part of their winter diet.

Activity 9 - Map


Wildlife Migration Paths
Garfield
Oil Fields
Seal Bay
N
E
S
W

6.24 OIL WORKER, PIPELINE ENGINEER

GRADE 6

ACTIVITY 10

Suggested Subject Area: Social Studies, Science

Representatives from each group present plans for transporting oil to the Environmental Control Agency (played by the rest of the class).

If possible display articles about oil spills and pipeline problems to encourage serious questioning of each presentation.

Discuss pros and cons of each suggested route. What factors must be considered in making the final decision?

Tie up discussion of petroleum industry, conservation needs.

MATERIALS 10

Newspaper or magazine articles about oil spills and pipeline problems.

CONCEPTS

Although millions of telephone calls are made and dialed each day without the assistance of an operator, every telephone user is dependent upon telephone workers.

The telephone has many uses, such as business, pleasure, and emergency. These calls can all be made in a proper way.

Telephone workers and people must work together to provide telephone services and communications to different parts of the world.

Telephone companies are divided into several different departments responsible for specific functions. There are specific requirements for each job.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

Students will be able to describe three of the jobs available within the telephone company. This should include training.

a. Description: Class meeting followed by role-playing.
   Teacher Directions: Refer to activity #4.

b. Description: Students simulate interviews for want ads of available jobs in the telephone company.
   Teacher Directions: Refer to activity #7.

c. Description: Writing exercise.
   Teacher Directions: Have each student describe in writing three jobs available within the telephone company. Tell the students to include the training that is necessary for each of the three jobs.

6.25 TELEPHONE WORKERS

GRADE 6

RESOURCE PEOPLE

Telephone operator
Lineman
Installer
Service representative

FIELD TRIPS

To Telephone Company

FILMS

"Adventures in Telezonia" --MP-5001

FILMSTRIPS

"How We Use the Telephone" --#798-816 IMC
*"Telephone, Our Community Utilities" --Coronet

BOOKS

*Come to Work With Us in a Telephone Company
--Sextant

SUPPLIES

Telephone to take apart
Cable

*Crossword puzzle:
"Telephone and Telegraph"

*SRA Occupations Card #4

*CA Center Furnishes

6.25 Telephone Worker

ACTIVITY 1 Suggested Subject Area: Social Science

Introduce this unit by asking the following questions:

Would working for the telephone company appeal to anyone in the class?

What particular job would you like to do? Why?

Invite a discussion on the proper use of the telephone - how business calls are made, how friendly and emergency calls are handled.

Have students describe some of their experiences of using a telephone such as emergencies, no telephone, etc.

A discussion of the proper use of telephone manners should include the proper use of the telephone directory for emergency numbers, long distance, and local calls.

The question of why some people have unlisted numbers could be brought up at this time, also.

Show the filmstrip "Telephone, Our Community Utilities" and discuss.

Appoint three or four students (or ask for volunteers) to prepare a bulletin board showing the correct use of the telephone.

MATERIALS 1

Filmstrip:
"Telephone, Our Community Utilities"
--Coronet

Telephone Directories

ACTIVITY 2 Suggested Subject Area: Social Studies, Science, Math

Introduce this activity by showing the film and the filmstrip.

Initiate discussion by asking: "What would happen if we did not have the telephone as a source of communication? What are some historic events that have taken place that may have been avoided with a telephone call?" (This could be dramatized.)

Take apart the receiving and transmitting ends of the telephone. The parts could be laid out and discussed. (What are the uses?)

Break class up into small groups for independent study. Topics:

1. How many miles of wire and cable are used for the installation of one telephone? One block of telephones? One city of telephones? One state?

2. How are we connected by telephone to other countries? How and when was this done? Why were the routes and materials chosen?

3. How is the sound carried through the telephone wires? How can it be carried for such long distances? How are all telephones connected to one another?

4. What were the first telephones like? What were some of the problems with the first telephones? How will the future telephones be used?

These groups could also illustrate their reports and present both to the class.

MATERIALS 2

Film:
"Adventures in Telezonia"
--MP 5001 IMC

Filmstrip:
"How We Use the Telephone"
--798-816 IMC

Telephone cable and wires
Telephone set

6.25 TELEPHONE WORKERS

GRADE 6

ACTIVITY 3 Suggested Subject Area: Social Studies

This is a good time to discuss new and old telephone designs. Why have they changed, etc.

Design a telephone or describe a telephone that would be just right for your use. Design a telephone that might be available in the 21st century.

Students could then use designs to make a bulletin board dealing with telephones past, present and future.

MATERIALS 3

ACTIVITY 4 Suggested Subject Area: Language Arts

Invite all or some of the listed resource people to come and talk to the class about their jobs: special training, talents, hours, average pay, etc.

Prepare for resource speaker from appendix of this book.

MATERIALS 4

Resource Persons:
Telephone service representative
repairman-installer
lineman
telephone operator

ACTIVITY 5 Suggested Subject Area: Art, Language Arts

Students can build a telephone switchboard using mounting board from the school.

Break classroom into groups, or students could do independent study reports on topics such as: hot line telephones, telephone scramblers, answering services, ship to shore telephones, automobile telephones, satellites for communication, F.B.I. communication, hospitals and doctors telephones for relaying or sending information.

Dramatize significant events contributing to the progress of communication. (What, when, where, why, how, who?)

MATERIALS 5

Resource materials should be available in teacher's building.

6.25 TELEPHONE WORKERS

GRADE 6

ACTIVITY 6 Suggested Subject Area: Language Arts, Math

MATERIALS 6

Simulate interviews for want ads of available jobs in the telephone company. This would include necessary training and vocabulary skills.

Students could work on a dictionary of technical terms. Have class make an experience chart of available jobs with the telephone company.

Have students compute a mock payroll for the telephone company. This would include tax deductions, etc.

ACTIVITY 7 Suggested Subject Area: Social Studies

MATERIALS 7

Take a field trip to the telephone company. Watch for the various workers and what they do.

Prepare for field trip from appendix of this book.

Field trip to Telephone Company

ACTIVITY 8 Suggested Subject Area: Spelling

MATERIALS 8

Use the crossword puzzle found in the box of supplies. Run off copies so each student has one for his use. It is suggested the teacher go over the terms so they are well understood by the class.

Crossword Puzzle:
"Telephone and Telegraph"

6.25 Telephone Workers, Act. 6, 7, 8

GRADE 6

ACTIVITY 9 Suggested Subject Area: Language Arts

Roleplay the part of a service representative and a customer. Possible situations could include an irate customer or a business asking about billing rate, etc. Students should also choose situations they may want to roleplay.

MATERIALS 9

ACTIVITY 10 Suggested Subject Area: Math

The "Occupations" cards suggest some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 10

Occupations #4
--SRA Math Cards

ACTIVITY 11 Suggested Subject Area: Language Arts

Roleplay the parts of installer-repairman and lineman. This could begin with a customer calling the telephone company business office requesting service. Class could roleplay all the necessary positions within the company to get the telephone installed.

Class could construct a model telephone company, telephone lines, poles, etc.

Class could prepare a bulletin board showing the installation steps and necessary technical vocabulary used by the telephone workers.

MATERIALS 11

Building materials for this activity should be available in teacher's building.

6.25 TELEPHONE WORKERS GRADE 6

ACTIVITY 12 Suggested Subject Area: Math, Language Arts

Ideas to Consider:

Analyze phone bills for such things as tolls, service costs, long distance costs.

Check long distance rates. Why have different rates for different hours and days, such as evenings and holidays?

Check costs of calling various other parts of the world.

Dramatize situations where operators from foreign countries might be used.

Dramatize situations in which the phone is used for social calls, business calls, emergency calls, etc.

Where is the telephone company located? Why?

MATERIALS 12

Telephone bills
Cpmputer cards

CONCEPTS

The insurance field is a vast industry which affects most Americans in many ways.

Insurance agents deal with most people, as most people carry some form of insurance.

The insurance agent must be trained for his position either through formal schooling or by the company he works for, or both.

Insurance agents' positions are highly respected, productive occupations.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

Upon completion of this unit, the students will be able to name at least five forms of insurance coverage an agent might handle.

a. Description: Class meeting.
   Teacher Directions: Refer to activities #1 and/or #2.

b. Description: Written test.
   Teacher Directions: Instruct each student to list on a piece of paper at least five forms of insurance coverage an agent might handle.

6.26 INSURANCE AGENT

GRADE 6

RESOURCE PEOPLE

Insurance Agent
(or field trip)

FIELD TRIPS

Insurance Agency
(or resource speaker)

FILMS

FILMSTRIPS

BOOKS

*Occupational Outlook Handbook
--U. S. Department of Labor

Yellow Pages of Learning Resources
--MIT Press (school library)

SUPPLIES

Games:
*Managing Your Money (5 games)
--Cuna Mutual

*CA Center Furnishes

6.26 INSURANCE AGENT

GRADE 6

ACTIVITY 1 Suggested Subject Area: Language Arts

Have a discussion in class covering insurance. Ask students what they know about insurance.

Discuss:

- Types of insurance
- Need for insurance
- Methods of paying insurance premiums
- The job of an insurance agent

Have students interview their parents to find out the types of insurance they carry. Report back to the class tomorrow.

(It might be good to take the terms from the playing board of the game Managing Your Money for discussion purposes.)

MATERIALS 1

Occupational Outlook Handbook
--CA Center

Yellow Pages of Learning Resources
--School Library

ACTIVITY 2 Suggested Subject Area: Language Arts, Social Science

Ask students about their interviewing of parents from activity #1. Name the various types of insurance and have students indicate which ones their parents hold.

Ask if there were any types of insurance not named which their parents hold.

Take a field trip to an insurance agency. Ask the tour guide to explain all the jobs connected with that agency. Have students review these after returning to the classroom.

Or

Have a resource speaker come to class to talk about his field of work.

MATERIALS 2

Field trip to an insurance agency
or
Resource speaker insurance agent

6.26 INSURANCE AGENT

GRADE 6

ACTIVITY 3

Suggested Subject Area: Language Arts

Divide the room into groups of five or six. Each group will play the game Managing Your Money.

Before they play the game, have them look at the playing board. Go over all the terms on the board asking the class to explain them (i.e. delinquent interest, auto insurance premium, etc.).

Students then play the game as time permits. The games might be used as free time activities on other days.

MATERIALS 3

Game:
Managing Your Money
--Cuna Mutual Insurance Society
(CA Center)

ACTIVITY 4

Suggested Subject Area: Math

Obtain some insurance forms from an agency.

Have students fill out applications and claims. Have them figure the costs of the premium for the coverage they apply for and the amount of the claim.

Go over a policy to indicate coverage. (This might take some preparation to make it simple enough.)

MATERIALS 4

Insurance forms:

Applications
Claims
Policy

6.27 REAL ESTATE SALESMAN

GRADE 6

CONCEPTS

Real estate is land and all the things permanently attached to it.

A real estate salesman tries to match up a person who wants to buy property with a person who has property for sale.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. Students will be able to role-play a real estate salesman explaining the features of a particular house or piece of property to a prospective buyer.

   Description: Role-playing.
   Teacher Directions: Following the class discussion on the role of the real estate salesman in both the buying and renting process (activity #4), have the students role-play a real estate salesman explaining the features of a particular house or piece of property to a prospective buyer.

2. Students will be able to write a description of a house for sale for a newspaper ad.

   Description: Students write a real estate ad.
   Teacher Directions: Refer to activity #3.

6.27 REAL ESTATE SALESMAN GRADE 6

RESOURCE PEOPLE

Real estate salesman

FIELD TRIPS

FILMS

FILMSTRIPS

*"Choosing and Buying a House"
*"Choosing and Renting an Apartment"
--SVE

BOOKS

SUPPLIES

Newspaper want-ad sections (one per student)

Teacher-made ditto of math-related activities

*SRA Occupations Cards #1 and #11

*CA Center Furnishes

ACTIVITY 1   Related Subject Area: Language Arts, Math

Distribute copies of ad section of newspaper. Ask students to find the best real estate buy they can find for $10,000 or less, and be ready to tell the class why they chose the property they did.

Have students locate area where house or property is located and describe its features. After reporting of decisions, discuss reasons for differences in choices, differences in features two pieces of property might have.

Discuss and list on the board some factors which might improve the value of a home and factors which lessen a home's value.

MATERIALS 1

Newspaper classified ad section - one per student

ACTIVITY 2   Related Subject Area: Math

Using newspaper ad, prepare a ditto of activities such as the following:

1. Find the average price of homes in a Real Estate company ads.
2. Find the average price per acre of farm land.
3. Find the price per square foot of ________house in ________ad and ________house in ________ad. On the basis of square footage which is the better buy?
4. Figure the real estate salesman's commission for selling a $25,000 house at [illegible] $50,000 worth of land at 10%. Etc.
5. [illegible] for the next activity.

MATERIALS 2

Newspaper ad
Teacher-made ditto of math problems related to real estate sales.

6.27 REAL ESTATE SALESMAN GRADE 6

ACTIVITY 3 Suggested Subject Area: Language Arts

Have students go through ads, listing all the descriptive words and phrases they can find in the real estate ads. Discuss writing technique and purposes of advertising.

Write a real estate ad for the house in the picture which they brought to school. Then write an imaginative ad for a "house" from a book, nursery rhyme, song or story they liked.

MATERIALS 3

Real estate ad from newspaper.

ACTIVITY 4 Suggested Subject Area: Social Studies

Show the filmstrips "Choosing and Buying a House" and "Choosing and Renting an Apartment". Discuss the role of the real estate salesman in both the buying and renting process.

MATERIALS 4

Filmstrips:
"Choosing and Buying a House"
"Choosing and Renting an Apartment"
--SVE (CA Center)

ACTIVITY 5 Suggested Subject Area: Language Arts, Social Studies

Invite a real estate salesman to come and tell about the real estate business and demonstrate how he might talk with a prospective buyer on initial interview.

Review for guest speaker from appendix of this book.

MATERIALS 5

Resource Person:
Real Estate Salesman

6.27 REAL ESTATE SALESMAN

GRADE 6

ACTIVITY 6 — Suggested Subject Area: Social Studies

If the stockbroker has been studied, discuss the similarities and differences between the two occupations.

Discuss why the price of property goes up or down, the law of supply and demand.

MATERIALS 6

ACTIVITY 7 — Suggested Subject Area: Math

The "Occupations" cards suggest some excellent activities which you might wish to explore in connection with math and careers. Do all or part of the activities described.

MATERIALS 7

Occupations #1, #11
--SRA Math Cards

CONCEPTS

A stock market is a place where buyers and sellers meet through their brokers.

The price of stock on the market is determined by supply and demand for the stock.

To own stock in a company is to own a share of the business.

Computers and electronic communications make possible rapid trading of stocks.

A stockbroker is an agent who buys and sells stocks for his customers.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. The student will be able to tell in his own words what the following terms mean: stocks, stock market, broker, specialist.

   Description: Quiz.
   Teacher Directions: Refer to activity #2.

2. The student will be able to read and explain stock quotations in the newspaper.

   Description: Class Meeting: Examine stock quotations from the newspaper and chart five stocks.
   Teacher Directions: Refer to activity #4.

3. The student will be able to record on a line graph the price changes in three selected stocks over the period of a week.

   Description: Students make a line graph to record the price changes in three selected stocks.
   Teacher Directions: Refer to activity #5.

6.28 STOCKBROKER

GRADE 6

RESOURCE PEOPLE

Stockbroker

FIELD TRIPS

FILMS

"The Lady and the Stock Exchange"
--B.S.C. Film Library
(Preview this first, as it is annotated for senior high)

FILMSTRIPS

* "San Francisco - A Financial Community", SVE
(CA Center)

BOOKS

* Booklet: Journey Through a Stock Exchange
--American Stock Exchange
(CA Center)

Merit Students Encyclopedia, Vol. 17
(Schools)

SUPPLIES

Chart for stocks
Newspapers - one per student
Wall Street Journal - several recent issues
Record forms for brokers

*CA Center Furnishes

STOCKBROKER

GRADE 6

ACTIVITY 1

Suggested Subject Area: Social Studies/Math

Distribute to each student a letter from "The Millionaire" advising him that $500 has been deposited in a bank account in his name at the Garfield Bank and Trust with the provision that the money must be invested wisely in the stock market.

(Play this seriously. Let the students react to the news, then begin asking questions such as the following:)

1. How do you invest money?
2. How do you invest it wisely?
3. What is the stock market?

As students introduce questions, explore them. This discussion should show students that they really know very little about the stock market.

Distribute the booklets Journey Through a Stock Exchange

Invite students to read and discuss the booklet in small groups and to write down questions they might have about the stock exchange.

MATERIALS 1

Booklets:
Journey Through a Stock Exchange
--American Stock Exchange

(CA Center)

6.28 STOCKBROKER

GRADE 6

ACTIVITY 2 Suggested Subject Area: Social Studies/Math

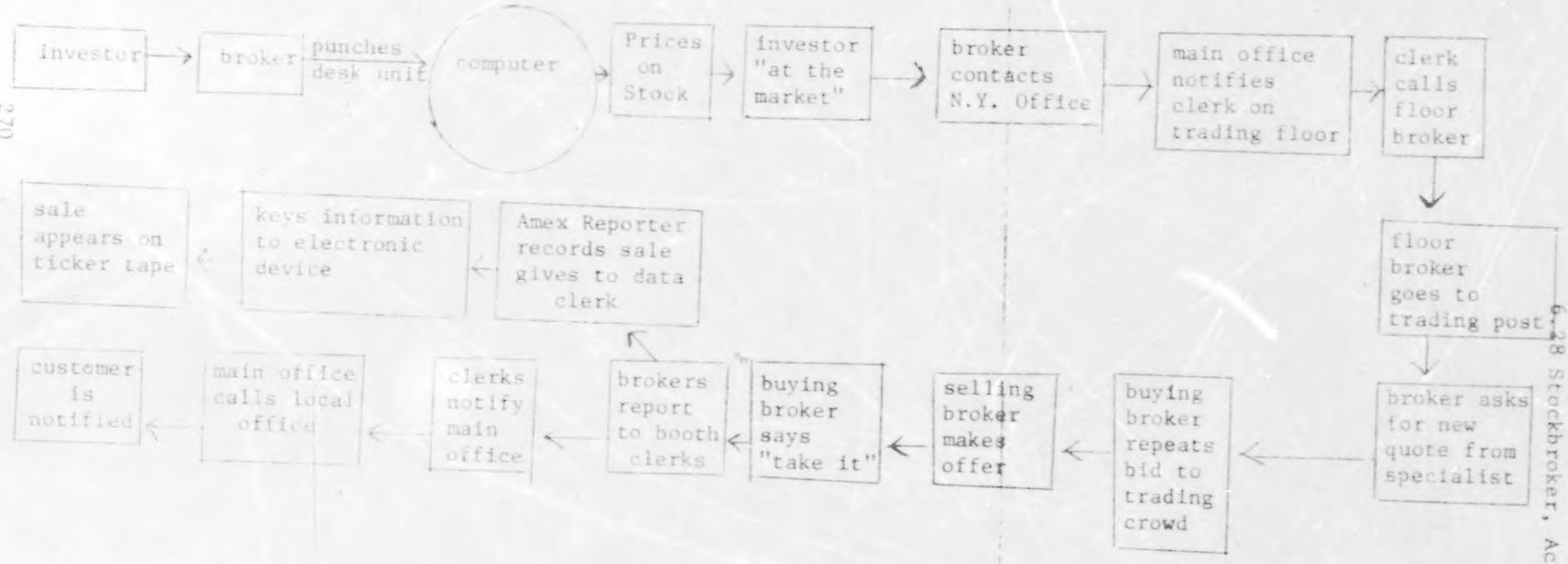
Discuss the following terms: stocks, stock market, broker, bid, asked, at the market, specialist, dividend. Have a quiz to be sure students understand what each term means.

Show the filmstrip "San Francisco, A Financial Community"

As a class make a flow chart of a stock transaction of 100 shares of M-K stock. It may look something like this:

MATERIALS 2

Filmstrip:
"San Francisco, A Financial Community", SVE
(CA Center)


investor
broker
punches desk unit
computer
Prices on Stock
investor "at the market"
broker contacts N.Y. Office
main office notifies clerk on trading floor
clerk calls floor broker
floor broker goes to trading post
broker asks for new quote from specialist
buying broker repeats bid to trading crowd
selling broker makes offer
buying broker says "take it"
brokers report to booth clerks
Amex Reporter records sale gives to data clerk
keys information to electronic device
sale appears on ticker tape
clerks notify main office
main office calls local office
customer is notified

Also list any questions students have about the stock market.

6.28 STOCKBROKER

GRADE 6

ACTIVITY 3　　Suggested Subject Area: Social Studies/Math

Invite a speaker from one of the stock brokerage firms to discuss the stock market and what a broker does. Be sure students have time for questions.

Review for guest speaker: "Communicating With Talent", "Resource Talent" "Questions for Group Conferences" from appendix of this book.

MATERIALS 3

Resource Person:
Stockbroker

ACTIVITY 4　　Suggested Subject Area: Social Studies/Math

Show film "The Lady and the Stock Exchange" (Preview this first as it is annotated for senior high)

Examine stock quotations from the newspaper. Use a transparency to show what each number means. Use stock quotations to chart any five stocks. Find total made or lost between high and low quotations during the day.

Chart:

Stock	High	Low	Difference ±
Total + or -			

MATERIALS 4

Film:
"The Lady and the Stock Exchange"
-- B.S.C. Film Library

Newspaper financial page
(one per student)

Transparency
Charts

6.28 Stockbroker, Act. 3, 4

6.28 STOCKBROKER GRADE 6

ACTIVITY 5 Suggested Subject Area: Math

Give students a list of three stocks with their closing prices each day for five days or each week for five weeks.

Have students make a line graph to record the change in each stock.

Tell students that they are now ready to invest their $500.00. Select two students to be stockbrokers to buy and sell stocks, issue stock certificates, and keep record of all transactions.

Each student will choose and record his stocks purchased, keep a graph on each stock, record all transactions. If he wishes to buy or sell, he sends a written order to the broker, giving number of shares, closing price. The broker will record the transaction and charge a 3% brokerage fee.

(Teacher will have to train brokers to keep careful records on each customer.)

Set time limit on stock investments. Check totals at end to see who has made the most profit from the $500 investment.

(Suggestion: Rule that no one may buy or sell more than two times a week.)

MATERIALS 5

List of stocks with closing prices

Forms for ordering stocks bought and sold

Recent issues of Wall Street Journal

Record forms for brokers

CONCEPTS

Many different kinds of people teach in a variety of ways, but good teachers have some common characteristics.

Teaching requires planning, a variety of activities, and a real concern for the learner.

PERFORMANCE OBJECTIVES AND CRITERION TESTS

1. The student will be able to describe the positive characteristics of a good teacher.

Description: Writing exercise.
Teacher Directions: Refer to activity #1.

2. The student will be able to plan and carry out a mini-lesson for an individual or small group of primary-age children.

Description: Students plan a mini-lesson to teach to a primary class.
Teacher Directions: Refer to activity #3.

3. The student will be able to role-play positive resolutions of conflicts between teacher and student.

Description: Role-playing.
Teacher Directions: Refer to activity #2.

6.29 TEACHER

GRADE 6

RESOURCE PEOPLE

Panel of 4 or 5 educators:

Principal, teachers, counselor, retired teacher

FIELD TRIPS

To a different school

FILMS

FILMSTRIPS

"Education in a Big City" --FS 2877, IMC

*"Day Care Worker - People Who Help Others" --G. A.

BOOKS

SUPPLIES

*Crossword puzzles: "Teacher"
"Librarian"

*CA Center Furnishes

ACTIVITY 1 Suggested Subject Area: Language Arts

Have students write endings for this statement: A teacher is_____________. These can be done anonymously.

Ask them to write five characteristics of a good teacher and five characteristics which are undesirable in a teacher.

Discuss some questions students would like answered by a panel of educators. Make these available to the resource people.

Recruit six people to be teacher-observers for one half day. Each to observe in an agreeable teacher's classroom. Discuss with the class some questions they would like to have answered after visiting the class. Suggest the students try to interview the teacher, record the interview on tape and then prepare a report from information gathered from observation and interview.

Optional: Show and discuss filmstrip "Education in a Big City" FS 2877 IMC

MATERIALS 1

Filmstrip:
"Education in a Big City"
--FS 2877 IMC

ACTIVITY 2 Suggested Subject Area: Social Studies

MATERIALS 2

Compile and tabulate lists of desirable and undesirable teacher characteristics. Ask students to get in groups of 2 or 3, choose a characteristic (positive or negative) and roleplay a situation where that characteristic is shown. Have rest of the class try to guess what characteristic was being depicted.

Present some teacher-student dilemmas to the class. Have various actors show possible results, solutions for situations.

1. Teacher sees Jerry taking money from his desk. What should teacher do?
2. A group of girls get into a serious disagreement with another girl in the room. The outcast girl comes to the teacher. What should the teacher do?

ACTIVITY 3 Suggested Subject Area: Language Arts

MATERIALS 3

Creative listening exercise: Discuss characteristics of a good listener. List on board. (Teacher may want to elicit eye contact, responses from listener, etc.)

Have students form groups of three - listener, speaker, observer. Speaker talks for one minute about assigned topic. (What I like to do outside of school, my favorite sport, etc.) Listener tries to be creative listener, he does not talk at all. Observer watches listener and notes positive and negative things he sees.

Set kitchen timer and if possible teacher should join group. At the end of each minute period switch roles until everyone has had all three experiences. Discuss feelings during each role time.

This activity should be repeated frequently to sharpen listening skills.

ACTIVITY 4 Suggested Subject Area: Social Science

MATERIALS 4

Have students report on observation of teachers.

Plan a mini-lesson for sixth grade students to teach to a primary class. (Each 6th grader "teaching" one or two younger children, or a small group not to exceed six.) Students may choose area for lesson, or teacher may have everyone teaching same subject.

Discuss need for careful palnning. Have students outline:
1. What the learner should be able to do.
2. What activities the teacher will use.
3. What materials will be needed.

Discuss again desirable teacher characteristics. Introduce concept of positive reinforcement. Roleplay a teacher working with a student giving lots of positive feedback.

Plan lesson for 10 minutes. Discuss responsibility, need for variety of activities, etc.

Some suggestions for a mini-lesson:
- art
- music - teach a rhythm song or game
- reading - new words, read story and discuss
- math - drill on number facts, teach using geoboards
- spelling - practice wordlist
- physical education - teach game or skill
- writing - write stories or poems

ACTIVITY 5 Suggested Subject Area: Social Studies	MATERIALS 5
Teach planned mini-lesson. Afterwards write answers to the following questions: 1. How did your lesson go? 2. How did you feel teaching something? 3. How did your "student" feel during the lesson? 4. What was really good about your lesson? 5. What would you improve another time? 6. Did you like this experience? Why or why not? Discuss students' experiences either in a large group or in small groups.	

ACTIVITY 6 Suggested Subject Area: Social Studies	MATERIALS 6
Invite a panel of teachers to come and discuss questions decided on beforehand by the students. (See Activity #1) If possible have teachers from other schools, subjects and grade levels. Invite a principal and a retired teacher if possible. Also invite a counselor, preferably from another school. Provide time for student questions. Review [illegible] guest [illegible] from appendix of this book.	Resource people: Panel of 4 or 5 educators 2 teachers principal counselor retired teacher

ACTIVITY 7 Suggested Subject Area: Social Studies	MATERIALS 7
Show and discuss the filmstrip "Day Care Worker - People Who Help Others"	"Day Care Worker - People Who Help Others" --Guidance Associates (Filmstrip) (CA Center)

GRADE 6

ACTIVITY 8 Suggested Subject Area: Language Arts, Social Studies

Take a field trip to a school which is different from the school students attend. Assign small groups of students to grade level of their choice. Discuss observations after field trip.

Review the field trip from appendix of this pack.

MATERIALS 8

ACTIVITY 9 Suggested Subject Area: Spelling

Use the crossword puzzles found in the box of supplies. Run off copies so each student will have one for his use. It is suggested the teacher go over the terms so they are well understood by the class.

MATERIALS 9

Crossword Puzzles:
"Teacher"
"Librarian"